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# Lawrence College Bulletin

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VOL. XV.

JANUARY, 1915

No. 1

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## The Catalogue

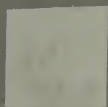
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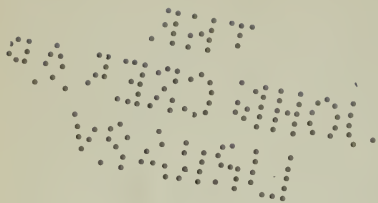
LAWRENCE COLLEGE

1914-1915

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PUBLISHED JANUARY, 1915

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While correspondence directed to Lawrence College will reach the proper department, to avoid delay and confusion correspondents are requested to note the following directions:

1. Correspondence concerning the College of Liberal Arts should be addressed to the President;
2. Correspondence concerning the Conservatory of Music should be addressed to the Dean of the Lawrence Conservatory of Music;
3. Correspondence concerning rooms at Ormsby Hall should be directed to the Matron of Ormsby Hall;
4. Correspondence concerning rooms at Brokaw Hall should be directed to the Matron of Brokaw Hall;
5. Correspondence upon general matters of business should be addressed to Lawrence College.

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## CALENDAR

1915-1916

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March 24      Wednesday, 8:00 A.M. Recitations close.

## SPRING RECESS

March 31      Wednesday, 8:00 A.M. Recitations resumed.

May 30      Sunday      Decoration Day.

June 7-14      Final examinations.

June 11      Friday,      8:00 P.M. Freshman Oratorical Contest.

June 12      Saturday,      8:00 P.M. President's Prize Contest.

June 13      Sunday,      9:30 A.M. Commencement devotional service.

10:30 A.M. Address before the religious societies.

8:00 P.M. Baccalaureate sermon.

June 14      Monday      8:00 P.M. Commencement of the Conservatory of Music.

June 14      Monday,      2:00 P.M. Joint meeting of the Board of Trustees and Visitors.

June 15      Tuesday,      10:30 A.M. Phi Beta Kappa Oration.

2:00 P.M. Class Day Exercises.

8:00 P.M. Reunion of the Alumni Association.

June 16      Wednesday, 10:30 A.M. Commencement exercises.

1:00 P.M. Commencement banquet.



SUMMER VACATION

September 14	Tuesday,	9:00 A.M.	*Examinations for admission.
September 14-15	Tuesday and Wednesday		Registration days.
September 15	Wednesday,	8:00 A.M.	First semester begins.
September 19	Sunday,	3:00 P.M.	First of the monthly college vespers.
September 21	Tuesday		All-College Day.
November 13	Saturday,	9:00 A.M.	Mid-semester examinations.
November 25	Thursday		Thanksgiving Day; a holiday.
December 17	Friday,	4:00 P.M.	Recitations close.

CHRISTMAS RECESS

January 4	Tuesday,	8:00 A.M.	Recitations resumed.
January 24-31			Final examinations.
January 31	Monday,	5:00 P.M.	First semester closes.
February 1-2	Tuesday and Wednesday		Registration days.
February 2	Wednesday		Second semester begins.
March 22-29			Spring recess.
May 5	Friday		Junior Day.
May 30	Tuesday		Decoration Day.
June 9-14			Commencement Week.

\*All Freshmen must present themselves for an examination in English at 9 A. M., Tuesday.

## LAWRENCE COLLEGE

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### Historical Statement

In the year of 1846 the Honorable Amos A. Lawrence, of Boston, Massachusetts, made a proposition to Rev. William Sampson, presiding elder of the Fond du Lac District of the Rock River Conference of the Methodist Episcopal Church, stating that he would give \$10,000 for the establishment of a literary institution in Wisconsin, if a similar sum could be raised within the territory. He further stipulated that no sectarian instruction should be given by the proposed institution, that at least a minority of the trustees must represent different denominations, and that the work must be carried on according to a plan "sufficiently broad to develop the scholar."

Mr. Sampson reported the proposition to the Rock River Conference at its next session, and was authorized to take steps at once to consummate the arrangement. In December a charter was drawn up, and the following February its passage through the legislature was secured. The institution, receiving its name from the principal donor, was called Lawrence Institute of Wisconsin.

A committee was appointed to select a location, and decided to accept an offer made by George W. Lawe and John F. Meade, both of Kaukauna, Wisconsin, of sixty-two acres of land on the Fox River in Grand Chute.

The charter provided for the organization of a college with authority to confer all the degrees that were conferred by similar institutions in the United States. The trustees, however, at first undertook only the es-

tablishment of the academic department. Under this organization the institution was opened for instruction on November 12, 1849, with Rev. William H. Sampson as principal.

By this time, it appears, the conviction had grown that a larger work lay before the school, and the charter was amended so that the name was changed from Lawrence Institute to Lawrence University.

The organization of the college department was not completed until 1853, although opportunity to take college studies had already been provided. At this time the present College Hall was erected, which was then one of the largest and best college buildings in the West. Rev. Edward Cooke, A.M., of Boston, Massachusetts, was elected president. In 1853 an active canvass for \$100,000 was undertaken, but was only in part successful. Five years later a school of civil engineering was opened, with state aid, but after being continued until 1863, was abandoned.

Since that time the college has steadily grown in strength, receiving additions to its endowment from time to time and adding, as means were provided, to its equipment.

Ormsby Hall, the gift largely of Mr. D. G. Ormsby and wife, was erected in 1889 and enlarged in 1906; the Observatory, contributed by the citizens of Appleton in 1892; Stephenson Hall of Science, named after the principal donor, Honorable Isaac Stephenson, in 1899; the athletic field, purchased in 1900; the Alexander Gymnasium, largely the gift of L. M. Alexander, in 1901; the library, presented by Andrew Carnegie, in 1905; the heating plant, in 1903; the Ormsby Annex, purchased in 1902, and the Hall of Music in 1906;

Peabody Recital Hall, erected in 1909 by George F. Peabody and Mrs. Emma Peabody Harper; Brokaw Hall, in 1910; Peabody Home and Smith Home, in 1914.

The principal donors to the college have been: Amos A. Lawrence, of Boston, Massachusetts; Samuel Appleton, Boston, Massachusetts; Philetus Sawyer, Oshkosh, Wisconsin; Charles Paine, Oshkosh, Wisconsin; Robert McMillan, Oshkosh, Wisconsin; John H. Van Dyke, Milwaukee, Wisconsin; L. M. Alexander and wife, Port Edwards, Wisconsin; William Drown, Beaver Dam, Wisconsin; Mrs. John Edwards, Port Edwards, Wisconsin; Samuel Jones, Natick, Massachusetts; Isaac Stephenson, Marinette, Wisconsin; E. M. Beach, Wau-pun, Wisconsin; Andrew Carnegie, New York; Mr. and Mrs. N. K. Brokaw, Appleton, Wisconsin; E. A. Edmonds, San Diego, California; Miss Florence Child, Edgerton, Wisconsin; Mr. John McNaughton, Appleton, Wisconsin; Mr. and Mrs. Judson G. Rosebush, Appleton, Wisconsin; Isaac Wing, Bayfield, Wisconsin; Lee Claflin, Boston, Massachusetts; Rev. Robert Ingraham, Fond du Lac, Wisconsin; H. E. Miles, Racine, Wisconsin; W. H. Hatten, New London, Wisconsin; George F. Peabody, Appleton, Wisconsin; E. B. Garton, Sheboygan, Wisconsin; Mrs. Emily Witter, Grand Rapids, Wisconsin; and the General Education Board, New York.

## CHRONOLOGY

1846—Proposition made by Amos A. Lawrence of Boston to establish an institution of higher learning in northern Wisconsin; location of the institution selected.

1847—Charter of Lawrence Institute secured from the legislature of the Territory of Wisconsin.

- 
- 1849—Rev. William H. Sampson made principal of Lawrence Institute.  
First building completed and instruction begun.  
Corporate name changed from Lawrence Institute to Lawrence University of Wisconsin.
- 1850—Development of the museum begun.  
First literary society established.  
Gift of \$10,000 for a library, by Samuel Appleton, of Boston.
- 1853—College work begun and freshman class registered.  
Rev. Edward Cook, D.D., Boston, Massachusetts, elected first president.  
College Hall dedicated and class work transferred to the new building.  
Philalathean Literary Society organized.
- 1855—Phoenix Literary Society established.  
First building destroyed by fire.
- 1857—First class graduated from collegiate department.  
The sale of one thousand perpetual scholarships of \$50 each.
- 1859—Rev. Russell D. Mason elected president.
- 1860-62—College relieved of heavy debt and endowment begun by the generosity of Lee Claflin and Amos A. Lawrence of Boston, Governor Stone of Connecticut, Governor Seymour of New York, and other friends of education.
- 1865—Rev. George M. Steele, D.D., elected president.  
Lewis Prize established.
- 1866—President's Prize and University Prize established.  
Centennial endowment fund of \$50,000 raised.
- 1868—*Collegian*, first college paper published in Wisconsin, established.
- 1870—Lawrean Literary Society founded.
- 1877—Brooks Prize established.
- 1879—Rev. Elias Dewitt Huntley, D.D., elected president.
- 1881—House for the president erected.  
Y. M. C. A. established.
- 1883—Rev. Bradford P. Raymond, D.D., of the class of 1870, elected president.
- 1884—Y. W. C. A. established.
- 1885—C. N. Paine bequest of \$50,000 to endow the Chair of the President received.
- 1886—Tichenor Prize established.
- 1889—Rev. Charles W. Gallagher, D.D., elected president.  
Ormsby Hall erected.  
First student *Handbook* published.  
Samuel Jones Scholarship founded.
- 1891—Conchological cabinet of Dr. Brown purchased for the museum.  
Bequest of William Drown received.

- 1892—Underwood Observatory erected.
- 1893—Hicks Prize established.  
The *Columbian* published.
- 1894—Rev. Samuel Plantz, Ph.D., LL.D., class of 1880, elected president.  
Peruvian antiquities contributed by Honorable John Hicks.
- 1895—The *Messenger* published.
- 1896—Endowment effort for \$100,000 successfully completed.  
Chairs of chemistry, physics, and English literature endowed.
- 1897—First *Ariel* issued.  
Theta Phi Fraternity organized.
- 1898—Stephenson Hall of Science erected.
- 1900—McNaughton and Peabody Latin prizes established.  
Athletic field purchased.  
Lawrence *Bulletin* published.
- 1901—Alexander Gymnasium erected.
- 1902—Ormsby Annex purchased.  
Hiram A. Jones Latin Library established.  
Kappa Upsilon Sorority organized.  
Beta Sigma Phi Fraternity organized.
- 1903—Heating plant built.  
Chair of Biblical Literature endowed.  
Alpha Gamma Phi Sorority organized.  
Theta Gamma Delta Sorority organized.  
Delta Iota Fraternity organized.
- 1904—Alpha Delta Phi Sorority, Theta Chapter, organized.  
Endowment Fund of \$50,000 secured.
- 1905—Library erected by gift of Andrew Carnegie.  
*Alumni Record* published.  
Lawrence placed on accredited list of the Carnegie Foundation.
- 1906—Conservatory of Music purchased.  
Ormsby Hall enlarged.
- 1907—Gift from the General Education Board received and \$250,000 raised for endowment.  
Euphronia Literary Society established.
- 1908—Name changed from Lawrence University to Lawrence College.  
Helen Fairfield Naylor Scholarship endowed.  
Academy discontinued.  
Student self-government introduced.
- 1909—Peabody Hall erected.  
Student council organized.  
Sigma Tau Nu Fraternity organized.
- 1910—Brokaw Hall erected.  
Euphronia Literary Society united with the Phoenix.  
The Mace, honorary senior society for men, organized.  
Alexander Reid Scholarship founded.



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- 1911—Chair of art history and social esthetics established.  
Tau Kappa Alpha installed.  
Fred Felix Wettengel prizes established.
- 1912—Endowment Fund of \$100,000 raised.  
Chair of economics endowed.  
Herman Erb prizes and German Library founded.  
Ralph E. White Mathematical Prize given.  
Membership in the Association of Collegiate Alumnae granted.
- 1913—\$100,000 added to endowment.  
\$18,000 raised to wipe out indebtedness.  
A. L. Smith property purchased.  
Theta Alpha honorary senior society for women, organized.  
Phi Beta Kappa installed.
- 1914—Phi Mu Sorority established.  
George F. Peabody property purchased and remodeled for dormitory.  
Chair of Missions and Comparative Religions endowed.  
Bequest of \$12,500 from Mrs. Emily Witter of Grand Rapids, Wis., received.  
The Louis K. McClymonds Scholarship founded.  
Sigma Tau Nu Fraternity made a chapter of Sigma Phi Epsilon.

## JOINT BOARD OF TRUSTEES AND VISITORS

---

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JESSIE EDNA KING, Matron of Ormsby Hall.

MIDA NAYLOR, Matron of Brokaw Hall.

ELIZABETH DAWSON, Matron of Smith Home.

---

THE FACULTY \*

---

SAMUEL PLANTZ, Ph.D., D.D., LL.D., PRESIDENT OF THE COLLEGE AND PAINE MEMORIAL PROFESSOR OF ETHICS AND CHRISTIAN EVIDENCES.

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(A.B., Washburn College; S.T.B., Boston University School of Theology)  
*Brokaw Hall*.

---

\* The names are arranged in order of collegiate seniority.

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SOCIAL ESTHETICS.

(A.B., A.M., Union Christian College; A.B., University of Chicago)

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JOHN GAINES VAUGHAN, Ph.D., D.D., E. B. GARTON PROFESSOR  
OF COMPARATIVE RELIGIONS AND MISSIONS.

(A.B., Syracuse University; B.D., Drew Theological Seminary)

*Brokaw Hall.*

FREDERICK WESLEY ORR, Lit.B., PROFESSOR OF PUBLIC  
SPEAKING.

(Lit.B., Drury College)

479 *Eldorado Street.*

LESTER BURTON ROGERS, A.M., PROFESSOR OF EDUCATION.  
(S.B., Moores Hill College; A.M., Columbia University, Teachers' College)

480 *College Avenue.*

MATTHEW LYLE SPENCER, Ph.D., PROFESSOR OF ENGLISH.  
(A.B., A.M., Kentucky Wesleyan College; A.M., Northwestern University; Ph.D., University of Chicago)

8 *Alton Place.*

ROLLIN CLARKE MULLENIX, Ph.D., PROFESSOR OF BIOLOGY.  
(A.B., A.M., Wheaton College; Ph.D., Harvard University)

461 *Washington Street.*

RUFUS MATHER BAGG, Ph.D., PROFESSOR OF GEOLOGY AND  
MINERALOGY AND CURATOR OF THE MUSEUM.

(A.B., Amherst College; Ph.D., Johns Hopkins University)

466 *Alton Street.*

CHARLES RAYMOND ATKINSON, Ph.D., PROFESSOR OF  
ECONOMICS AND POLITICS.

(A.B., George Washington University; A.M., Ph.D., Columbia University)

632 *Union Street.*

- JOHN SHERMAN CUSTER, B.A., PROFESSOR OF HISTORY.  
(A.B., William Jewell College; B.A., Oxford University, England)  
*506 Alton Street.*
- THOMAS WOODSIDE BENTLEY CRAFER, Ph.D., PROFESSOR OF SOCIOLOGY.  
(A.B., University of North Dakota; LL.B., Boston University; A.M., Harvard University; A.M., Ph.D., University of Wisconsin)  
*674 Durkee Street.*
- MABEL EDDY, ASSOCIATE PROFESSOR OF ROMANCE LANGUAGES.  
*Ormsby Hall.*
- MARK SEAVEY CATLIN, Ph.B., LL.B., FOOTBALL COACH.  
(Ph.B., University of Chicago; LL.B., University of Iowa)  
*470 South Street.*
- SARA PARKES TREAT, INSTRUCTOR IN PHYSICAL EDUCATION.  
*3 Brokaw Place.*
- ELLIS HOWARD CHAMPLIN, INSTRUCTOR IN PHYSICAL EDUCATION.  
*632 Union Street.*
- LOUIS CHARLES BAKER, A.M., Ph.D., PROFESSOR OF GERMAN.  
(A.B., Lawrence College; A.M., Northwestern University; Ph.D., University of Pennsylvania)  
*490 College Avenue.*
- LOUISE DUDLEY, Ph.D., EDWARDS-ALEXANDER PROFESSOR OF ENGLISH LITERATURE.  
(A.B., Georgetown College; Ph.D., Bryn Mawr College)  
*Peabody Home.*
- HARRIET LOUISA BARBER, A.M., DEAN OF ORMSBY HALL AND ASSISTANT PROFESSOR OF ENGLISH.  
(A.B., University of Nebraska; A.M., Columbia University)  
*Ormsby Hall.*
- NATHALIE BEN SOUTHER, A.M., INSTRUCTOR IN CHEMISTRY.  
(A.B., Lawrence College; A.M., Lawrence College)  
*490 College Avenue.*
- GEORGE SAMUEL EATON, INSTRUCTOR IN MATHEMATICS.  
(B.C.E., Purdue University)  
*490 College Avenue.*

JENNIE FUERSTENAU, A.B., INSTRUCTOR IN GERMAN.  
(A.B., University of Michigan)  
*Smith Home.*

HARRY WALLIS GOCHNAUER, B.S., INSTRUCTOR IN MICRO-  
BIOLOGY.  
(B.S. in Sanitary Engineering University of Pitts-  
burg)

FREDERICK VANCE EVANS, DEAN OF THE CONSERVATORY  
OF MUSIC AND PROFESSOR OF SINGING.  
*5 Brokaw Place.*

AIMEE BAKER, INSTRUCTOR IN DRAWING.  
*450 Eldorado Street.*

CLARA HUDSON FAIRFIELD, INSTRUCTOR IN COLOR AND  
DECORATIVE DESIGN.  
*502 South Street.*

ARTHUR H. ARNEKE, A.G.O., INSTRUCTOR IN ORGAN, PIANO,  
HARMONY, AND HISTORY OF MUSIC.  
(A.G.O., Guilmant Organ School)  
*623 Rankin Street.*

CARL J. WATERMAN, INSTRUCTOR IN SINGING AND PUBLIC  
SCHOOL METHODS.  
*659 Washington Street.*

RUBY CAMPBELL LEDWARD, INSTRUCTOR IN SINGING.  
*474 College Avenue.*

PERCY FULLINWIDER, INSTRUCTOR IN VIOLIN.  
*717 Franklin Street.*

LUDOLPH ARENS, INSTRUCTOR IN PIANO.  
*842 Prospect Street.*

NETTIE STENINGER FULLINWIDER, INSTRUCTOR IN PIANO-  
FORTE, ELEMENTARY HARMONY, AND HISTORY OF MUSIC.  
*717 Franklin Street.*

MARY MARGUERITE ARENS, INSTRUCTOR IN EXPRESSION.

JOHN GEORGE MOHR, INSTRUCTOR IN PIANO TUNING.  
*769 Appleton Street.*

JEAN ROSAMOND PATTERSON, A.B., INSTRUCTOR IN LATIN.  
(A.B., Lawrence College)  
*487 Pacific Street.*

NORMAN CAWLEY, ASSISTANT IN PUBLIC SPEAKING.  
*Brokaw Hall.*



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ANNA DEAN KELLMAN, ASSISTANT IN ENGLISH.  
*Ormsby Hall.*

LYDIA NAOMI GLASER, ASSISTANT IN ENGLISH.  
*Appleton, Wis., R. F. D. 8, Box 105.*

WALTER PEARSON TIPPET, LABORATORY ASSISTANT IN  
BIOLOGY.  
*703 Lawe Street.*

GEORGE WILLIAM YOUNGER, LABORATORY ASSISTANT IN  
BIOLOGY.  
*756 Morrison Street.*

ELLEN RACHAEL GIBSON, ASSISTANT IN ENGLISH.  
*Ormsby Hall.*

CONRAD ERWIN RONNEBERG, LABORATORY ASSISTANT IN  
CHEMISTRY.  
*633 Meade Street.*

CLYDE ALFRED HUNTING, LABORATORY ASSISTANT IN  
CHEMISTRY.  
*Brokaw Hall.*

MERLE TREMBATH, CONSERVATORY ACCOMPANIST.  
*Smith Home.*

## COMMITTEES OF THE FACULTY

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ATHLETIC BOARD OF CONTROL—Professor Spencer

ATHLETICS—Professors Spencer, Atkinson, Custer

CATALOGUE—President Plantz, Professors Dudley, Fairfield, Trever

CHAPEL ATTENDANCE—Professor Lymer

CHRISTIAN WORK—Professors Naylor, Vaughan, Barber

COMMENCEMENT—Professors Treat, Bagg, Evans

DISCIPLINE—President Plantz, Professors Treat, Naylor, Fairfield, Barber.

ENTERTAINMENTS—Professors Bagg, Evans, Eddy, Atkinson

ENTRANCE CREDITS—Professors Youtz, Farley, Rogers

LIBRARY—President Plantz, Professors Atkinson, Crafer, Baker, Miss Smith

ORATORY AND DEBATE—Professors Orr, Atkinson, Crafer

SCHEDULE AND SEATING—Mr. Mead, Mr. Eaton

SCHOOL VISITATION—President Plantz, Professors Vaughan, Naylor, Rogers

SOCIETIES AND FRATERNITIES—Professors Farley, Trever, Fairfield, Custer

STUDENT ADVISERS—President Plantz, Professors Atkinson, Bagg, Baker, Custer, Dudley, Fairfield, Farley, Lymer, Mullenix, Naylor, Rogers, Spencer, Treat, Trever, Wright, Youtz

STUDENT EMPLOYMENT—Professors Vaughan, Farley, Lymer

TEACHERS' APPOINTMENTS—Professors Treat, Rogers

## GENERAL INFORMATION

### LOCATION AND EQUIPMENT

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#### LOCATION

Lawrence College is situated at Appleton, Outagamie County, Wisconsin, on a bluff overlooking the Fox River. There is railway connection with all parts of the state. The Chicago and North-Western, both Fond du Lac and Ashland divisions, and the Chicago, Milwaukee and St. Paul railroads pass through the city, making close connection with the Soo, the Green Bay and Western, and the St. Paul and Omaha lines. The new Green Bay and Northern railroad now in process of construction, will probably reach Appleton in the near future. There are electric railroad connections with Green Bay, Fond du Lac, and intermediate points, and it is expected that the Fond du Lac line will be extended soon to Milwaukee.

The city of Appleton, with a population of over 17,000, is widely known for its natural beauty and prosperity. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also healthfulness to the location. It is a city of schools, churches, and other institutions belonging to a well organized community. Few cities of its size afford equal musical and literary advantages, and few can boast so intelligent a people.

Appleton is an ideal college location; for it has the advantages of city life without the distractions and temptations of a great metropolis. Its semi-rural surroundings and the thoughtful, stimulating atmosphere of the community secure the seclusion and quiet so valu-

able to student life, while at the same time the city is large enough to be visited by the best talent in the country.

### CAMPUS

The campus is ideally located, being situated on the north bank of the Fox, where the business and residence sections join. It is within two blocks of the beautiful city park, within three blocks of the public library, and within three blocks of the principal protestant churches. The campus is covered with great elms and oaks and is well set with shrubbery; it is threaded with cement walks, and is regarded as exceptionally attractive. The trustees have recently extended it to the east and west by the purchase of adjacent properties. The buildings are for the most part located on the brow of a bluff that rises nearly a hundred feet above the river.

### ATHLETIC FIELD

The college owns an athletic field of about four acres, located some blocks to the northeast of the campus, but within easy walking distance. It is on the interurban electric line between Appleton and Kaukauna, and within a block of the city line. It is an excellent field for outdoor sports, and has been provided with a grandstand, bleachers, and a cinder running track.

### BUILDINGS

**The College Hall.**—This building is a substantial stone edifice four stories in height. It is in the classic style of architecture, and is admirable in its harmonious proportions and imposing appearance. It is practically covered with a magnificent ivy of many years

growth. It was erected in 1853, and was for some years the largest and best college building in the West. It contains lecture rooms for work in language, history, literature, politics, and philosophy, a commodious chapel, and the halls of the men's literary societies.

**Stephenson Hall of Science.**—This building is named for the Honorable Isaac Stephenson, of Marinette, who gave the largest subscription towards its erection. It was built in 1899 and is in the English-classical style of architecture. It is constructed of gray pressed brick and Bedford sandstone, and, including the basement, all of which is used for laboratory purposes, is four stories in height. It contains over sixty rooms, including offices for the professors, lecture rooms, large and small laboratories, a photographic room, several dark rooms, spectroscope and constant temperature rooms, a shop for the repair of apparatus, a conservatory for growing botanical specimens, store rooms, and an extensive museum. It is fitted with all the devices and conveniences that experience has found to be desirable and is admirably adapted to the use for which it was designed. Men of eminence in science who have visited it, have pronounced it an exceedingly satisfactory science building for an institution of college rank.

**Carnegie Library.**—The erection of a library was made possible in 1905 by a gift of \$54,000 from Mr. Andrew Carnegie. The building, completed in the following year, is seventy by a hundred feet, of gray pressed brick and Bedford sandstone, two stories in height, and much admired as an excellent specimen of modern classic architecture. The basement contains an unpacking room, a repair room, a magazine room, and two lecture rooms. On the first floor are a large

reading room, a periodical room, a reference room, a cataloguing room, the librarian's office, and a stack room. The second floor contains five seminar rooms and a lecture room that will seat two hundred people. The stack room and wall space of the reading and reference rooms will accommodate about 100,000 volumes. The library is provided with vaults, dust flues, speaking tubes, book elevators to seminar rooms, and all the devices of the best modern library construction. The stack room is fire-proof. The interior of the library is finished in quartered oak, and the furniture has been designed to correspond in quality and style with the interior.

**Alexander Gymnasium.**—This building, erected in 1901, is named after Mr. L. M. Alexander, the principal donor. It is one hundred by seventy-five feet, and contains a large gymnasium room one hundred by fifty feet, surrounded by a gallery that serves as a running track. Besides this room, there are two offices, an apparatus room, a trophy room, a small assembly room, locker rooms, measuring rooms, bath rooms for both men and women, a swimming pool, and bowling alley. The building is modern in its appointments and well adapted to the purpose for which it was erected.

**The Observatory.**—The Observatory was erected in 1892, and was largely the gift of citizens of Appleton. It is an excellent two-story building, devoted to the use of the astronomical and mathematical departments. It contains a large lecture room and transit, computation, and library rooms. It is equipped with a transit-circle, a ten-inch telescope, a spectroscope, a chronograph, sidereal and mean time Howard clocks, and other valuable instruments. Throughout the school



year, with the exception of the winter months, the Observatory is open to visitors every Wednesday evening from eight to nine o'clock. Special arrangements may be made by high schools or out-of-town parties.

**Ormsby Hall.**—Ormsby Hall, the gift in large part of the late D. G. Ormsby, of Milwaukee, is a beautiful stone and brick building used as a dormitory for women. It was originally erected in 1889, but was rebuilt and enlarged in 1906. It is heated by steam, lighted by electricity, and is provided with all modern improvements and conveniences. It contains dormitory rooms sufficient to accommodate 130 women, large and beautiful parlors, rooms for the matron, the dean of women, and the resident teachers, hospital rooms, a very commodious dining-room that will seat 175 persons, and other rooms usually found in such a structure.

**Ormsby Annex.**—This building adjoins Ormsby Hall and provides additional dormitory accommodations. It is heated by steam, lighted by electricity, and has all modern conveniences.

**Peabody Home.**—This building is the home of the late George F. Peabody from which it receives its name. It has extensive and beautiful grounds. The present year the house was rebuilt and enlarged, so as to provide dormitory accommodations for forty-eight girls. The rooms are large and attractive, the building is connected with the central heating plant and it has all modern conveniences.

**Smith Home.**—This is an additional dormitory for women. It is located on a bluff overlooking the river and is the most beautiful building location in Apple-

ton. It has dining room accommodations for seventy students, and living rooms for twenty-four persons.

**Brokaw Hall.**—Brokaw Hall, located on the west side of the campus and named after the late Norman H. Brokaw, a former trustee of Lawrence, is an imposing stone building erected in 1910 and designed to serve as the headquarters of the Y. M. C. A. and as a dormitory for men. It is one hundred forty-five feet long by sixty broad, with four stories and a basement. The building has a large lobby thirty-six by sixty feet, an assembly hall capable of seating three hundred, a secretary's room, a reception room, a cafeteria and a dining-room, rooms for the resident professor and for the matron, hospital rooms, and dormitory rooms for 126 men.

**Peabody Hall.**—Peabody Hall, the gift of the late George F. Peabody, of Appleton, is a beautiful stone building that was erected in 1909. It is the administration building of the Conservatory of Music and contains the offices, reception rooms, and studios of the different professors, a lecture room, and a recital hall that will seat four hundred people. The building is well arranged, and is well equipped with musical instruments.

**Music Practice Building.**—In 1906 the trustees purchased for the Conservatory a commodious building which has been used as a practice building since the erection of Peabody Hall. It contains a large number of rooms and is well equipped. This building, with Peabody Hall described above, provides superior accommodations for the department of music.

**President's House.**—An excellent residence has been erected on the college grounds for the use of the president.



**Heating Plant.**—The college owns a central heating plant, by means of which the different buildings are heated.

## LIBRARIES

**The College Library.**—The library is housed in the building erected in 1906 by the generosity of Mr. Andrew Carnegie, and provides superior accommodations for library work. It was endowed in 1850 by Samuel Appleton, of Boston, Massachusetts, who gave \$10,000 for its support. By judicious investment this gift has been increased to about \$20,000. The income from this fund, the money received from a student library fee, the profits from the college book-store, together with special appropriations made by the trustees, maintain the library. Appropriations are also made occasionally from the general funds. The library is arranged according to the Dewey decimal classification; it contains over 32,000 books and 9,000 pamphlets, and has an excellent subject and author card catalogue. It is open throughout the day, including Saturday. The librarian and her assistants are always ready to render any possible assistance to inquirers. The use of the library is extended to persons in the city of Appleton who comply with certain necessary conditions. Free access to the shelves of the reference room is permitted.

The reading room is large and attractive, and is supplied with the best foreign and American periodicals.

The College especially solicits gifts of books, pamphlets, and scientific papers from the graduates of the institution and from its friends.

**The Jones Memorial Latin Library.**—This library was established in memory of the late Professor Hiram

A. Jones, who for forty-four years held the chair of Latin. It adjoins the Latin lecture room, and by the generosity of friends and former students, has been beautifully fitted up. It contains about 1,200 volumes of reference works, and is open to advanced students of the Latin department.

**Department Libraries** are provided for most of the departments, especially those of German, mathematics, chemistry, physics, biology, and geology.

**The Free Public Library** of the city of Appleton, within three blocks of the college, is open to the use of students. It contains over 12,000 volumes.

### MUSEUM

**The Museum** is located on the fourth story of the Stephenson Hall of Science, where it has commodious accommodations. The collections, arranged with special reference to educational use, are accessible to students. The natural history collection covers a wide range and is exceptionally complete, especially in the collections of corals, sponges, echinoderms, shells, birds, algae, fungi, lichens, mosses, and ferns, both native and foreign.

The herbarium comprises several thousand specimens representing the flora of the state, of various parts of the United States, and of foreign countries. A valuable addition has been made to the herbarium by the gift of Mr. A. D. Ackerman of Appleton.

The mineralogical collection is especially good and extended, and has many rare specimens secured by gift and purchase.

The paleontological collection is large and contains specimens representing the various geological horizons,

some of which are very rare and valuable. Those of the coal measures are especially fine and complete.

Some years ago the college purchased the conchological collection of the late Dr. Henry Brown, which is one of the most extensive collections of the kind owned by any college in the United States. The anthropological collection contains a variety of relics and specimens obtained from the various countries. The collection illustrative of the civilization of the Incas is especially complete. It has been enriched from time to time by gifts of friends and alumni living in various parts of the world, especially those in mission fields. There is a special alcove set apart for the relics of American history, which contains a number of valuable specimens.

The Museum has the nucleus of a collection of American curios, which it is desired may be increased by other donations.

A collection of some 3000 Indian arrow points and implements from the Fox River Valley has been loaned Lawrence College and is on exhibition. A series of building and ornamental stones from the various quarries in Wisconsin is being collected and a portion of which is now shown in the Geological Department. A complete series of rock types of the Lake Superior region has been donated the museum.

## NATURAL SCIENCE LABORATORIES AND EQUIPMENT

**The Chemical Laboratories.**—The chemical department occupies the basement and first floors of the west half of the Stephenson Hall of Science.

On the basement floor is a laboratory for general inorganic chemistry, fitted with desks and lockers for

sixty-four students, each desk equipped with gas, water, and all needed apparatus for the first-year course. Adjoining this laboratory and opening into it is a balance room, fitted with agate-bearing balances for use in general chemistry. The general supply room for this department opens into this laboratory. On this same floor are located an organic laboratory with desks for sixteen students, a room for organic combustion with combustion and bomb furnaces, a room for the fire assay of ores and electrolytic analysis, equipped with a gasoline assay furnace and electrolytic apparatus. Separated from the laboratories is a room for water, food, and gas analysis, with adequate equipment for necessary work in these lines.

On the first floor are located the lecture room, especially well lighted and fitted with raised seats; a laboratory for analytical chemistry, accommodating forty-eight students, with an adjoining reference library room; a balance room containing among other balances, several high grade chemical balances of the Staudinger and Becker types, a barometer, and a case filled with material for the purpose of illustration in the lectures; a private laboratory for the instructor; a spectroscopic and polarimeter dark room containing a Kruss spectroscope, a Frick polarimeter and saccharimeter, and other apparatus necessary for these lines of work. The laboratories are provided with large hoods covering each section of desks, all connected with a sixty-inch, steel-plate, electrically-propelled fan for complete removal of fumes during work hours. The general equipment is adequate for special lecture demonstrations, and the supply room is furnished with refined chemicals and apparatus for analytical, organic, or research work.

**The Physical Laboratories.**—The rooms available for the work in physics are situated on the first and second floors of the Stephenson Hall of Science. On the first floor are a large laboratory, a small laboratory, a constant temperature room, a dynamo and motor room which is also used as a laboratory, a large dark room, a storage-battery room, a magnetic laboratory, and a good shop.

On the second floor is situated a well furnished recitation room, equipped with gas, electric light, water and steam supply, Colt projection lantern, curtains for darkening the room, etc. On this floor, too, are the office, photographic dark room, the photometry room, balance room, departmental library room, one large and two small laboratories, and the apparatus room.

The department is well supplied with high grade apparatus from the shops of leading manufacturers, both domestic and foreign.

The library is modern, and from time to time additions are being made of those books that are most valuable for the students' work.

**The Biological Laboratories.**—The rooms of this department, which occupy the second floor of the science building, include a large, well-equipped lecture room, the office of the professor, a dark room, storeroom, preparation room, culture room, histological laboratory, two large laboratories, and a department library. The tables and other furniture are of the most modern type. Each of the large laboratories contains a large aquarium. The department is equipped with a complete line of microscopic slides, with lantern slides, a projection and a microscopic stereopticon, opaque projection lan-

terns, charts, models, compound and simple microscopes of the best American and European makes, and a full line of apparatus for histological, physiological, and bacteriological work and demonstrations. Each student has his own desk and locker, simple and compound microscopes, and other instruments and apparatus needed for individual work. Each of the laboratories is equipped with a complete line of reagents.

In addition to the laboratories, there is a room with special heating and lighting, for experimental plant physiology for the growth of material for class work.

The museum contains a complete line of material illustrative of both invertebrate and vertebrate forms. The herbarium is large and comprehensive, both as to the range of territory covered and the number of species represented.

**The Mineralogical Laboratory.**—The Department of Geology and Mineralogy is located on the second floor of the Stephenson Hall of Science. It includes an office for the professor, a lecture room, a storeroom, and a large and a small laboratory. The lecture room is equipped with a stereopticon and with maps and other illustrative apparatus. The laboratories are especially designed for the chemical and physical study of minerals, of which the department has an extensive equipment, including an excellent government collection. A state check list consisting of several thousand fossils representative of the paleontology of Wisconsin, is at the disposal of the department, and an exceptionally large conchological collection is also available for study. The reference library receives the latest publications of the Wisconsin and National Geological Surveys.



The department is provided with a complete set of wood and glass models of crystals, numerous casts of fossils, and a relief map of the state of Wisconsin. During the past year a collection of rocks from the various mining regions of the Rocky Mountains has been obtained as a gift from the Smithsonian Institute of Washington.

### MATHEMATICAL AND ENGINEERING EQUIPMENT

The Observatory is used for instruction as well as for observation, and is well equipped for the purpose. The department is provided with models, transits, levels, a plane table, surveyor's compass, sextant, current meter, aneroid and mercurial barometer, polar planimeter, rods, pickets, tapes, chains, drawing instruments, etc.

For the purpose of studying astronomy, few institutions of college rank have so complete an outfit open to students. The Observatory is fitted with a ten-inch equatorial and a four-inch meridan transit by Clark, both lighted by electricity; two Howard clocks, a mean time, and a sidereal, a sidereal chronometer, chronograph, polarizing helioscope, position micrometer, spectroscopes, and a standard barometer, together with many smaller instruments.

## ADMINISTRATION AND ORGANIZATION

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### PURPOSE

Lawrence enjoys the reputation of being a high grade college. The end sought in its work is not specialization and the training of the investigator, but general culture. The effort is made to impart information, to give thorough discipline, and to develop correct habits of observation and reflection. The college is not intended to prepare men for any of the special occupations and professions, but, by affording a good general education and careful preliminary training, to make them ready to enter upon professional courses.

### IDEALS

The ideal sought by the founders of the institution is the development of manly and womanly character based on a true estimate of moral values and a proper appreciation of religious motives. No attempt is made to influence denominational preferences or to impart sectarian tenets. The charter especially provides that no religious tenets shall ever be exacted of trustees, teachers, or students. But while free from sectarian bias, the institution exalts those great religious ideals and conceptions that have proved the most potent factors in the development of the highest type of Christian manhood and womanhood. The college does not consider that its work is simply to train the intellectual faculties, but believes that it should also develop the moral character and cultivate the spiritual life. It seeks to prepare men, not simply for business success, but for complete living,—for all the responsibilities that life in society may bring.



## GOVERNMENT

The discipline of the institution is administered with firmness and impartiality. It aims to develop self-control, manliness and womanliness, and a generous public spirit,—to induce such a high moral sentiment as will be in itself a powerful governing force in the school community.

Every student admitted to college is expected to obey its rules and regulations, to conduct himself with propriety, to be diligent in study, respectful to the faculty, courteous to his fellow students, and law-abiding in the community. Students found guilty of disorderly conduct or low vices of any kind, will be subject to such discipline as the faculty may deem the case merits. Hazing in all forms is strictly forbidden on penalty of expulsion. In minor offenses admonition on the part of the authorities is often sufficient, but suspension and expulsion are resorted to when this is found ineffective.

Students whose conduct proves them to be at variance with the methods and the spirit of the college, or who do not maintain a satisfactory standing in their classes, may, for the obvious good of the school, be dropped, even though no specific offense meriting expulsion or suspension be charged against them.

While impertinent informers will not be encouraged, it is expected that when young persons are exposing themselves to permanent harm, high-minded students will be governed in the disclosure of facts rather by the dictates of conscience and common sense than by any false sense of honor. In case of injury to persons or property, or of gross immorality, the same princi-

ple will be observed respecting the requirement of testimony as prevails elsewhere in civil society.

At Ormsby Hall, at Brokaw Hall, and at all other dormitories, a system of self-government based on the honor of the student, prevails. Authority is vested in a central committee of nine, assisted by a number of proctors in each building. This council receives complaints and pronounces judgment such as in its opinion the case merits. Certain matters are reserved to the deans for determination.

### STUDENT SENATE

The Student Senate, composed of representatives of the four college classes, has charge of certain matters of discipline, such as the enforcement of the honor system and such other matters as are presented to it by the faculty. It has also under its supervision the management of All-College Day, one of the most important events in the entire year. This is a day set apart early in the year, on which the sophomore and freshmen classes settle their traditional rivalries in friendly athletic contests. The Student Senate serves as an agency by which the student sentiment may be expressed to the management of the college, and through which the plans and desires of the authorities may be conveyed to the students.

### STUDENT ADVISERS

Every student is under the supervision of some professor appointed by the president to act as his adviser. The advisers watch the work of the students under their charge, receive reports from their teachers, and make a statement of these to the president at the end of each semester and to the student's parents or guar-

dians when desired. The adviser is always available for conference in all that relates to the school work of the student, or in other matters on which he may wish help or advice. Teachers report to him concerning deficiency or failure on the part of the individual student, not only at the end of the semester, but whenever a student needs stimulation in his work. The advisers for the year, 1914-15, are as follows: President Plantz, Professors Naylor, Wright, Lymer, Atkinson, Bagg, Trever, Rogers, Youtz, Fairfield, Treat, Mulenix, Spencer, Farley, Custer, Baker, Dudley.

### LEAVE OF ABSENCE

A student who desires to be absent from the city during term time should apply to the president for permission, and unless the circumstances of the case render it impracticable, such permission must be obtained before the student's departure. Absences from class thus occasioned will be excused only when a leave of absence has been properly obtained.

### MORAL AND RELIGIOUS LIFE

Lawrence is a Christian, not a sectarian, college. The trustees and the teachers represent different denominations. Students are affiliated with all churches, including Jewish and Roman Catholic. The religious life of the institution is on the broad basis of Christian fellowship without reference to denomination or creed. Membership in the student Christian organizations is conditioned only by Christian character. Officers in these associations are chosen solely for the qualities of Christian leadership that they possess.

Lawrence is a Christian community. About eighty per cent of the students are professing Christians. The

intellectual, social, and athletic activities are dominated by the Christian spirit. The religious life is the most vital factor of the institution. There are few if any colleges where the religious tone is higher.

1. New students are welcomed at incoming trains by reception committees of the Young Men's and Young Women's Christian Associations, and in every way that kindly courtesy can suggest the opening days are made pleasant for the new comers.

2. There is a daily chapel service throughout the year. Since it is a matter of common experience that there is need of more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all students. Ten absences are permitted each semester.

3. Students are required to attend at least one preaching service each Sunday. Every student indicates at the beginning of the year the church preferred, and is expected to attend that church regularly.

4. Prayer meetings are conducted by the president on Wednesday evening of each week.

5. College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly collegiate in character and spirit, the aim being to combine dignity, simplicity, and spirituality.

6. The Christian student associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are wholesomely attractive. In them the right living and high thinking of the college community crystallize.

7. Special religious services under the auspices of the college or the Christian associations are frequently held.

8. Some of the best religious work of the institution has been accomplished through prayer circles maintained for a part of each year among congenial groups of students.

9. A number of devotional Bible classes are conducted throughout the year by the Christian associations.

10. A missionary reading course and missionary meetings of the Christian associations offer inspiring views of world-wide Christianity.

11. All teaching at Lawrence is from the Christian point of view,—a most important consideration, since the character of the instructor is a great factor in education.

12. Lawrence offers an exceptionally large number of optional courses in the Bible and religion. These courses are presented, not from the standpoint of a theological school, but as essential factors in the liberal culture of twentieth-century men and women.

## SOCIAL LIFE

Special care is taken to make the social life of the college helpful and interesting. Indeed, it is recognized that this is a valuable part of a student's training. Many persons count their college acquaintances and enjoyments as among the most valuable features of college life. The social events, largely in the hands of the students, are held under the auspices of the

college classes and the various organizations of the college. The Y. M. C. A. and the Y. W. C. A. give occasional receptions, as do the literary societies. The fraternities and sororities are social organizations highly regarded by the students. The Lawrence Union is an organization which seeks to afford social opportunities to non-fraternity men. A wholesome social atmosphere pervades the institution, and college life at Lawrence is enjoyable, as well as intellectually advantageous.

### ATHLETICS AND PHYSICAL EDUCATION

Especial attention is paid to the health of the students. All freshmen and sophomores are required to take work in physical education under competent instructors for men and women. Soon after the students enter, they are subjected to a careful physical examination, and exercises in the gymnasium are prescribed especially appropriate for their needs. The taking of physical exercise on the part of all students is encouraged, the gymnasium being open from 9:00 a. m., with the director or his assistant in attendance to render service or advice. Various games are organized, and students are divided into teams to contend in them. Outdoor sports are encouraged. Teams for football, baseball, tennis, track, and other field athletics are regularly organized. While the emphasis is placed, not so much on the production of expert teams as on the cultivation among the students of a love of outdoor life and sport, the students have been exceptionally successful in their athletic contests with other colleges. Indoor athletics are also developed by class instruction, by work in swimming, fencing, wrestling, and



by such games as basket-ball, etc. The athletic activities of the college are under the management of an athletic board with faculty representatives, and this is subject to the faculty committee on athletics. A gymnasium fee is required of each student, which gives him the use of a private locker, a physical examination, and all the privileges of the gymnasium.

### LIVING EXPENSES

**Living Expenses for Men.**—A dormitory, Brokaw Hall, has recently been erected by the trustees at a large expense, and is one of the most beautiful and complete buildings of the kind in the Middle West. It provides rooms for 126 men, and has boarding accommodations for a much larger number. The hall is in charge of a competent matron, who looks after its management and the welfare of the residents. All freshmen, unless excused by the president for adequate reasons, are required to room and board at Brokaw Hall. Applications for admission should be made early to the office, and should be accompanied by a deposit of \$5, without which no room will be reserved. In case a deposit is made and the student notifies the matron before August 15 that he wishes his room engagement cancelled, the deposit will be returned, but in no case thereafter. Students who leave the Hall before the end of the semester, will be required to pay for the room until the end of the semester, unless they leave by reason of sickness and under a physician's orders, or are excused by the president.

The building is heated by steam and lighted by electricity. The rooms are furnished with davenport beds, mattresses, pillows, tables, chairs, bureaus, and

rugs. The towels, sheets, pillow cases, blankets, and napkins are provided by the student, as are also room decorations. Students are not permitted to drive nails, tacks, or brads into the walls or woodwork, and will be fined twenty-five cents for each violation, the fine being deducted from the deposit money. Push buttons, however, which may be obtained at the college bookstore, may be used on the plastered walls, but not on the woodwork. Students will be charged with all breakage due to their own carelessness.

The price of rooms, including board, is from \$155 to \$180 per year, according to the location and size of the room. The most costly rooms are suites of sitting-room and sleeping room. Seventy-five cents per week extra will be charged students who room alone. Room rent includes heat, light, and the washing of towels, napkins, and bed linen not to exceed six pieces each week. Students must pay the regular rate for all laundry in excess of this amount. Dinners are served in the dining-room, but breakfast and supper are given in the cafeteria.

Reductions are not made for absences of less than one week in extent.

Payment for rooms and board is made at the beginning and middle of each semester; after ten days an extra charge of \$1.00 per week will be made as long as the bill remains unpaid, unless for exceptional reasons special arrangements have been made to postpone payment.

An average estimate of the living expenses of men who live in Brokaw Hall is \$160 a year for room and board. This estimate does not include tuition, incidental fees, books, or personal expenses. A student



can room in Brokaw Hall and pay his entrance fees, books, room, and board for \$215 to \$225 a year.

Some students secure rooms in the city and board themselves, thus reducing their living expenses to \$150 to \$175 a year. There are accommodations for about seventy men in the fraternity houses.

**Living Expenses for Women.**—All non-resident women students, unless excused, live and board in Ormsby Hall, in the Ormsby Annex, and the Smith and Peabody dormitories. They are in charge of competent matrons and preceptresses, who carefully consider the needs of the residents. Applications for admission should be made early and should be accompanied by a deposit of \$5, without which no room will be reserved. If a room is engaged and the college office is notified to cancel it before August 15, the deposit fee will be returned, but in no case if the notification is received after this date. Students who are permitted to leave the Hall before the close of the semester, will be required to pay the room rent till the end of the semester, unless they leave by reason of sickness and under a physician's orders.

The dormitories furnish accommodations for about 200 women. The buildings are heated by steam, lighted by electricity, and have all modern improvements. Rooms are furnished with bedsteads, springs, wool mattresses, tables, chairs, bureaus, wash-stands, mirrors, bowls, and pitchers. Other articles students will provide for themselves. The floors are oiled, or painted, and may be so used, unless the student prefers a rug or carpet. Rooms, including board, are \$160, \$165, \$175, and \$180 per year, according to building, location and size of the room. Seventy-five cents

extra per week is charged students who room alone. Room rent includes heat, light, and the washing of towels and bed linen not to exceed six pieces. Students must pay regular rates for all laundry in excess of this amount. All linen should be plainly marked.

A resident nurse is employed at Ormsby Hall, and her services are free to all inmates both of the Hall and the Annex. Students who have contagious diseases, or serious and protracted sickness must provide their own nurses.

Payment for room and board is to be made at the beginning and middle of each semester. One dollar a week will be charged as a fine for each week board remains unpaid after the dates mentioned, unless special arrangements have been made. Reductions are not made for absences of less than one week in extent. Occupants of rooms will be required to pay promptly for all damages. Students are not permitted to drive nails, tacks, or brads into the walls or woodwork, and will be fined twenty-five cents for each violation, the fine being deducted from the deposit money. Push buttons obtainable at the college book-store may be used on the plastered walls, but not on the wood-work.

An average estimate of living expenses for women who board and room in Ormsby Hall, with heating, lighting and washing included, is \$160 per year, and \$180 in the other dormitories. Students who board themselves, reduce their expenses for board to \$150 to \$175 per year. These estimates do not include tuition, incidentals, or personal expenses.

A student can room in Ormsby Hall and pay for room, board, all college fees and books, but not personal expenses, on from \$215 to \$230 per year.

## SELF-HELP

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, very much limited. There is opportunity for many more to find work in the city; and many of the men students can earn their expenses wholly or in part in this way. They are employed in various occupations and trades, such as bookkeepers, stenographers, clerks and watchmen in stores, janitors of churches, offices, and public buildings, helpers about private dwellings, chore boys, waiters at clubs and hotels, delivery men, collectors, agents, teachers, typewriters, etc. It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known, his chances for self-help are increased, and, if he be a good worker and faithful, his living expenses are assured. Few students, however, should endeavor to carry full work in school and pay their own way; it is an interference with the best intellectual work and is, besides, an undue physical strain.

## LOAN FUNDS

There is a small fund, the gift of several benefactors, which can be loaned to such young men as the president may deem most worthy.

Mr. D. G. Ormsby left a fund which his widow substantially increased after his death, from which \$50 a year is loaned to any young woman in the College of Liberal Arts who needs assistance. The loans are made on non-interest-bearing notes, with indorser, and are to be paid at such time as is agreed upon.

The Educational Society of the Methodist Episcopal Church makes an annual appropriation to Lawrence of from \$2,000 to \$2,500, which the college can loan to needy students who are members of that denomination. Loans are made in varying sums, according to the needs of the individual and the number of applicants. Students can usually secure from \$50 to \$100 a year. The loans are without interest and do not become due until two years after the student leaves college. Additional funds to assist needy students are much desired. The attention of the benevolent is called to this opportunity to help aspiring and worthy young men and women.

### SCHOLARSHIPS

1. **Perpetual Scholarships.**—No tuition will be charged any student owning a perpetual scholarship, or any student presenting a written order from the owner of such a scholarship authorizing its use by said student. In the use of a scholarship, however, it is always to be understood that the scholarship is to be presented; and, further, if the scholarship has passed from the hands of the original owner, said scholarship must show the transfer properly endorsed. The use of a scholarship cannot be sold by the owner, and can only be assigned to the student as a free gift. This does not refer to scholarships offered by the

college as prizes, but to scholarships that were formerly sold by the trustees to increase endowment.

2. **Lyman A. Jones Scholarship.**—The income from \$1,000.

3. **Samuel A. Jones Scholarship.**—The income from \$2,000.

4. **Tuition Scholarships.**—Limited in number, but providing free tuition, at the discretion of the president.

5. **McMullen Scholarship.**—This scholarship was founded by John C. McMullen, of Oakland, California, a member of the class of 1880. It is bestowed "at the discretion of the president upon any worthy student having promise of future usefulness and studying in the department of mathematics, science, or philosophy." The income of the endowment of this scholarship amounts to about \$70 a year.

6. **The Louis K. McClymonds Scholarship.**—This scholarship by the terms of the donor is to be bestowed by the president on some young man who is dependent on his own efforts for his education.

7. **Helen Fairfield Naylor Scholarship.**—This scholarship was founded by the late Mrs. W. S. Naylor's last earnings before she was married. In view of its source, the scholarship will be annually awarded to students, preferably juniors, who have exceptional records for character and scholarship and who are at least partially dependent upon their own resources in securing an education. It is hoped that all recipients will become Mrs. Naylor's co-helpers of future worthy students by returning to the fund within a few years

after leaving Lawrence the amount that they have received. The original endowment of \$1,000 may thus be increased from year to year and the number of students helped be multiplied. The awarding of this scholarship will be made by the president of the college and the professor of biblical literature.

8. **The University of Wisconsin** has granted the faculty of Lawrence College the right to nominate every year one scholar for graduate work. The income of this scholarship is \$225.

9. **Rhodes Scholarship.**—This scholarship is granted the colleges of Wisconsin, and is obtained by competitive examinations. Any male student not less than nineteen nor more than twenty-four years of age, may take the examinations. The papers are examined at Oxford, and from the successful candidates one is chosen by a Wisconsin state committee. This scholarship is worth \$1,500 a year and is for three years.

10. **Freshman Scholarships in Latin.**—Two scholarships of \$100 each will be awarded to freshmen on the basis of a competitive examination in high-school Latin held a few days after the opening of the fall semester. These scholarships are called the Norman Brokaw scholarship and the Lawrence scholarship. All students regularly matriculated in the college as freshmen, without entrance conditions, and enrolled as members of the freshman class in college Latin, will be eligible to participate in the competition. The successful candidates are to continue to be acceptable in character and demeanor and to maintain their high class standing throughout the year, under penalty of forfeiting their scholarships.



## PRIZES

Annual prizes have been established in this institution as follows:

1. **Lewis Prize.**—This prize, founded in 1865 by Governor J. T. Lewis, is bestowed upon the student making the best record in scholarship and deportment during the year. This is open to students in the College of Liberal Arts.

2. **President's Prize.**—This prize, for excellence in declamation, is open to juniors and sophomores.

3. **College Prize.**—This prize, for excellence in oratory, is open to members of the junior class. All orations must be handed in by the first week in January.

4. **Tichenor Prize.**—This prize, founded by Charles I. Tichenor, A.M., of Kansas City, Missouri, is the interest on \$1,000 invested for that purpose. This interest is divided so as to make a first and second prize. The prize is awarded by competitive examination in English literature, and is open to sophomores, juniors, and seniors. The courses upon which the examination will be based are those in Shakespeare, Tennyson, Browning, the novel, and the survey courses of English literature.

5. **Alexander Reid Prize.**—This prize, founded by a bequest of the late Alexander Reid of Applton, is the interest on \$500, to be given the student who writes the best essay of from 1,000 to 2,000 words.

6. **Hicks Prize.**—This prize is awarded to that member of the sophomore class who shall write the best

English composition. This prize was established by Honorable John Hicks, of Oshkosh.

7. **Herman Erb Prizes.**—These prizes, founded by Herman Erb, of Appleton, Wisconsin, are to be awarded upon excellence of scholarship in the third or fourth year's work in German. They consist of a first prize of \$50 and a second prize of \$15. The prizes are awarded on examination.

8. **Vaughan Prize.**—This prize is offered for the best essay of 2,000 words on the subject, "The Importance of Foreign Missions to the Home Church." The prize is given by Professor J. G. Vaughan, D.D., of the department of Comparative Religions and Missions.

9. **Ralph White Prize in Mathematics.**—This prize was established by the late Mrs. Mary White as a memorial to her son, Ralph White, '99. It is given for the highest standing in mathematics in the sophomore year.

10. **The Fred Felix Wettengel Prizes.**—These prizes given by Fred Felix Wettengel of Appleton, Wisconsin, are as follows:

(a) A prize of \$25 is given to the winner of first place in the interclass oratorical contest and is bestowed at the time of the contest by the president.

(b) Mr. Wettengel has also given \$25 which shall be used in the purchase of forensic L's. These L's are awarded to those who have participated in three successful intercollegiate debates, or one successful debate and one oratorical contest in which he shall have won a place.



11. **McNaughton and Peabody Prizes.**—The McNaughton prize, given by John McNaughton, is awarded to the student who shall attain the highest proficiency in Latin of the sophomore year. The Peabody prize, given by George F. Peabody and now endowed by Mrs. Emma Peabody Harper in honor of her father, is awarded to the student who shall attain second rank in Latin of the sophomore year.

12. **Wright Prizes.**—Two prizes are offered by Ellsworth David Wright, professor of the Latin Language and Literature, to those juniors and seniors who enter the annual contest of the Latin League of Wisconsin colleges.

13. **Louis G. Kirchner Latin Memorial Prize.**—This prize founded by Fred Felix Wettengel in memory of his brother, Louis G. Kirchner, deceased, is granted by the Latin League of Wisconsin Colleges and is obtained by competitive examinations in Latin. Students that have made a good record in Latin and that have passed beyond the freshman year are eligible to participate in the contest. The prize consists of \$250 and a gold medal.

## STUDENT ORGANIZATIONS

**Literary Societies.**—There are four literary societies connected with the institution: viz., the Philalathean and the Phoenix for men, and the Athena and the Lawrean for women. They have commodious halls provided by the college, which, through the liberality of members and friends, are well furnished. The societies meet every week for literary and oratorical improvement, and occasionally give public and literary entertainments.

**Fraternities and Sororities.**—There are four fraternities and five sororities connected with the college. The fraternities are well located in private houses,—either owned or rented,—and all have members of the faculty, associated with them as honorary members. The sororities are strong and hold their sessions in the women's halls. These organizations are important factors in the social life of the college. There is also a national sorority in the School of Music.

**The Lawrence Union.**—This is an organization of non-fraternity men for social purposes. The members hold each year several meetings of a character calculated to cultivate acquaintance and develop good fellowship. At these public gatherings the non-sorority women are usually invited. The organization also sees that the rights of non-fraternity students are properly recognized in the college life.

**Tau Kappa Alpha.**—A chapter of this honorary debate and oratory fraternity has been established at Lawrence in recognition of the college's exceptional record in intercollegiate debates. Only students who have been in successful intercollegiate debates or oratorical contests are admitted to membership.

**The Mace.**—This is an honorary student organization to which only seniors are eligible. Members are chosen on the basis of special prominence in one or more college activities, and of all-round popularity and leadership.

**The Theta Alpha Society** is an honorary senior society for women. Members are chosen on the basis of participation in extra-curricular activities and of leadership and service in college.

**Association of Collegiate Alumnae.**—This is an organization of women graduates of colleges of recognized standing. Its purpose is partially social, but especially to assist in the promotion of higher education among women and to help in various forms of social betterment. It maintains scholarships for foreign study, and carries on various forms of activity of special benefit to college women. Chapters are established in colleges only after a searching examination of the quality of their work.

**Phi Beta Kappa.**—This is the oldest of all the Greek letter societies, having been founded in 1776. It is a graduate organization, the membership being confined to those graduates who have attained an especially high standing during their college course. To wear the key, therefore, is a mark of scholarly distinction much coveted by college men and women. Chapters are established only in colleges of high reputation for educational efficiency. At a meeting of the triennial council of this organization held in New York, September 8, 1913, Lawrence was granted a chapter and the honor of being a member of this organization of scholars is now open to all Lawrence graduates whose work merits the distinction.

**The All-College Club.**—At the beginning of the fall semester, 1904, an organization was perfected which unites the Athletic Association, the Oratorical and Debating League, and the Lawrentian Publishing Association. This is known as the All-College Club. The object of this club is to “unite the students, faculty, alumni, and friends of the college in the support and management of athletics, oratory and debate, and the

*Lawrentian*, and to extend the influence of Lawrence College." Any student, alumnus, member of the faculty, or friend of the college may become a member of the All-College Club, and membership is necessary to make one eligible to hold office or have a part in the management of any of the activities enumerated as coming under the Club's jurisdiction. Separate boards of control are elected by the Club, which have immediate control and supervision over the various departments.

**The Board of Control of Athletics** consists of members representing every phase of the club membership. All athletic activities, such as football, basket-ball, baseball, the Pentathlon, and the track and field events, are conducted by this board. This work is carried on in connection with the regular required courses in physical training.

**The Board of Control of Oratory and Debate** is similar in its organization to the Athletic Board, and has "full charge and supervision of the oratorical and debating interests of the college." It provides for the carrying out of the regulations of the Wisconsin Intercollegiate Oratorical Association, arranges for all preliminary and intercollegiate oratorical contests and debates which are a regular feature of the life of the college, and, in connection with the forensic department of the college, aims to promote a keen interest in the art of public speaking.

**The Board of Control of the "Lawrentian"** consists of student members of the All-College Club, who constitute the editorial staff. The board has full charge

and supervision of the financial and literary policies of the *Lawrentian*.

**Clubs.**—1. A *German Club* has been organized under the direction of the modern language department, and has been productive of most satisfactory results. Conversation in German is expected of all the members, and German literary programs are rendered.

2. A *Cercle Francais* has been organized for those desiring more practice in speaking French than is possible in the classroom.

3. A *Latin Club* is conducted under the auspices of the Latin department, and aims to promote an interest in the life, literature, and antiquities of the Romans. The programs rendered are miscellaneous in character, consisting of papers, Latin dialogues, Latin recitations, Latin songs, and translations from the Latin into English prose and verse.

4. The *English Club* devotes itself to the study of literature not included in the regular college classes. The programs include any authors or literary works, whether English or not, in which the members of the club have special interest. For the sake of effectiveness in its work, the membership of the club has been restricted to students taking a major or a minor in English.

5. A *Chemistry Club* has been organized for the purpose of acquainting the students with the latest investigations in chemistry and stimulating interest in this branch of science. Meetings are held on the first and third Thursday evening of each month. Special

topics are prepared by the students, and magazines and reports of chemical societies are reviewed.

6. The purpose of the *Physics Club* is to stimulate interest in the work of the department, by keeping its members in touch with the development that is so rapidly taking place both in physics itself and in the application of its principles to the commercial problems of the day. Papers are presented and talks given by students in the department. Questions and discussions are encouraged. Occasionally a man who is a specialist in his chosen line,—manufacturing, teaching, or engineering,—is secured for one or more addresses.

7. Young men preparing for the Christian ministry have formed a club which meets once in two weeks.

8. There are several musical organizations, such as glee clubs, quartettes, the *Choral Union*, the *College Band*, and the *Orchestra*, which are under the supervision of the faculty of the Department of Music. The musical director must be informed of all trips and public performances planned by any of these organizations, and consent must be obtained before arrangements are completed. Under no circumstances will concert dates be allowed to conflict with examinations or to interrupt the regular literary work of the students. Those who are found deficient in their studies are not permitted to enter any of these organizations.

## PUBLICATIONS

“**The Lawrentian**” is published weekly by the All-College Club. The editorial staff is composed of members of the four college classes, and the paper forms



a leading feature of the literary and social life of the college.

**"The Ariel."**—The *Ariel*, a publication of about two hundred pages, profusely illustrated, issued yearly by the junior class, is a spicy account of the events of the year at Lawrence.

**"The Lawrence Bulletin."**—The *Lawrence Bulletin* is published monthly by the trustees, and is intended to discuss topics of interest to the friends of the college, as well as educational questions of importance to the general public. It contains items of college news, represents the work of the departments, and sets forth the plans and aims of the college management. It will be sent gratis to anyone upon application.

**The College Catalogue.**—The college publishes a yearly catalogue in which a full description of the work of the institution is printed. The catalogue is sent free on application.

**"The Alumni Record."**—An *Alumni Record* is published which has much historical matter and a biography of each alumnus. The cost of this publication is one dollar.

**"The Lawrence Latinist."**—This is a publication issued by students in the Department of Latin. It is published irregularly each year and contains Latin poems and compositions by students, translations, and information of value to students of the Latin language and literature.

## TEACHERS' APPOINTMENT COMMITTEE

Some years ago a committee was appointed to assist former graduates and students about to graduate to



secure positions as teachers in colleges, academies, and the public schools. Its work has been eminently satisfactory, many persons having found excellent positions through its agency. A careful investigation is made concerning vacancies, and candidates are placed before the appointing authorities with full information and recommendations. It has been difficult to supply the applications that have come in for teachers, especially in science and mathematics. Interested persons should address Dean C. W. Treat.

### EXTENSION LECTURES

The professors of most of the departments are prepared to give single or course lectures upon subjects connected with their departments. Several of them have also popular lectures on general themes. These lectures are not technical, but are designed for general audiences. They are especially adapted for high schools, and the attention of principals is called to this fact. Several professors are in demand for high school commencements, and are ready to accept invitations for such occasions. A small charge is made for this work. Persons interested may address the president, who will send a list of speakers, together with their subjects, terms, and any other information that may be desired.

### PUBLIC LECTURES

Various public addresses and lectures, single or in courses, are delivered before the students each year. Opportunity is thus afforded to hear many of the ablest public men of the time. Members of the faculty also occasionally deliver public lectures, which are open to the student body as well as to members of

their classes. During the past year the following eminent speakers have addressed the students: Bishop R. H. Weller, Dr. Jerome H. Raymond, Dr. S. C. Bronson, Bishop W. A. Quayle, Dr. Charles M. Sheldon, and several others equally distinguished.

There is an excellent lecture course each year in the city, for which the best talent in the country is engaged, and which is attended largely by students. The Conservatory of Music also maintains a musical course and engages for it the most celebrated musicians.

### ALUMNI ORGANIZATION

The alumni of the college are organized into a general society which elects its officers at its annual meeting during commencement week. There is also a state organization which meets annually, holding a banquet during the session of the Wisconsin State Teachers' Association, which is held in Milwaukee early in November. There are also alumni organizations in New York, Chicago, Racine, Minneapolis, Spokane and Los Angeles.

# COLLEGE OF LIBERAL ARTS

## GENERAL REGULATIONS

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### THE COLLEGE YEAR

The college year is divided into two semesters of eighteen weeks each. The first semester opens on the Wednesday nearest to the middle of September; the second semester begins on the first Wednesday of February. The studies of the college have been so arranged that students can begin their courses with the second semester; but persons wishing to enter at this time should come to Appleton not later than the first Tuesday in February, since the recitations begin Thursday morning, and all arrangements for books, etc., as well as for registration, must be made before that time.

There are two regular recesses during the college year, one at Christmas and one during the latter part of March. The Christmas vacation begins on the Friday afternoon before Christmas; recitations are resumed two weeks from the following Tuesday at 8 a. m. There is no recess between the first and second semesters.

### REGISTRATION

Registration occurs on the first Tuesday and Wednesday of each semester. The student presents himself first to his adviser for assistance in the selection of his studies. He then takes the two cards made out by the adviser to the college office and pays his semester's dues. One card containing his name, address, and other information is left at the office; the other, after having been countersigned by the registrar, must be

presented to the different teachers for their signatures before he may be admitted to their classes. When the signatures of the professors have been secured, the card must be at once returned to the registrar. If the student does not thus return his card within fourteen days from the time of registration, he will be fined one dollar. Students who neglect to register before 9 a. m. Thursday morning will be charged two dollars and will be marked absent from all recitations missed in every class that they subsequently enter. In registering, the student will leave with the registrar a list of credits from such secondary schools or colleges as he may have attended. If from another college, he must also have a letter of honorable dismissal.

Any student who wishes to change a study after having registered for it, must secure his card at the college office, present it to his adviser who alone has the right to make such a change, present the card to the teacher into whose class he is to enter, and return it after being signed, to the office.

Students having registered in a class must obtain permission from their adviser to drop it, and report his action to the teacher, or they will be recorded on the registrar's books as having failed in such subject.

### LIMIT OF WORK ALLOWED.

Students doing full work are expected to take sixteen hours each semester. They are not permitted to take less than fourteen or more than seventeen hours without special permission. No permission is given any student for more than seventeen hours the first semester he is enrolled, nor subsequently except under the following conditions:

If a student averages 90 in seventeen hours of regular college work, and 85 in hours in excess of seventeen, he may be permitted by the faculty to take extra work the succeeding semester. Seniors who are back in their hours may be allowed, at the discretion of their student adviser, to register for additional work not to exceed twenty hours, provided their grades for the previous semester have averaged 80. Juniors who are behind their classes not more than twelve hours, may be allowed, at the discretion of their student adviser, to register for work not to exceed nineteen hours, provided their grades for the preceding semester have averaged 80. Exception may be made by the faculty in cases where prolonged illness or equivalent circumstances cause the average to be below 80.

### FEES

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruction. The regular charges per semester follow:

Tuition .....	\$ 3.00
Incidental fee, including library and gymnasium fees...	27.00
Club ticket .....	2.00
Graduating fee .....	10.00
Examinations at other than regular times.....	1.00
Physics .....	3.00
Chemistry .....	5.00
Biology .....	3.00
Botany .....	3.00
Geology .....	1.00
Mineralogy .....	3.00
Physiology .....	3.00
Surveying .....	2.00
Astronomy .....	2.00
Experimental Psychology .....	2.00

Students taking more than seventeen hours work per week will be charged two dollars for every additional

hour. Students taking less than regular work are charged two dollars for each hour of credit.

Students taking five hours or more are required to purchase a club ticket.

All bills must be settled in advance. No bills are made out for less than half a semester, and then only when the student does not expect to remain through the semester.

Students' bills are two dollars more when they enter after the regular registration days.

No student may have an honorable dismissal, or certificate of progress in his studies, until his bills are paid, or payment thereof guaranteed.

No money will be refunded to a student who leaves before the close of the semester. An exception to this rule is made in the case of a student who is excused from his classes during the first half of the semester on account of his own illness. In this case the student will pay for the time of actual enrollment at the rate of \$3.00 a week, and the fee for the remainder of the term will be refunded.

## ATTENDANCE

Every student is expected to be in his place from the first day of the semester until the close of the examinations. Students who are not present at recitations during the twenty-four hours preceding and the twenty-four hours following the Thanksgiving, Christmas, and Easter recesses, will be marked, unless excused, three absences for each recitation missed.

For each absence in any subject up to one-tenth of the regular recitation periods, deductions are made from the final grade of the students as made up from



the daily standing and final examination as follows: one-half per cent for four- or five-hour, one per cent for one-hour studies. For each absence in excess of one-tenth of the recitations, twice the above schedule of deductions is made. A student, by previous arrangement with the instructor, may raise his grade for any day's absence by making up work thus missed because of necessary absence. The making up of work, though strongly urged, is not in any way to be understood as modifying the above percentage of deductions. In case of prolonged and unavoidable absence the faculty may, on petition, vary the rule. If a student is tardy at any exercise, he will be so marked in the instructor's record book, and three such unexcused tardy marks in a given subject will be recorded as one absence in that subject. When a student is absent from a test or examination, no grade will be given him until the test or examination has been taken, and for this he must pay a fee of one dollar unless he can show that he was detained by sickness.

Teachers are to report to the president all students who are absent one-tenth of the recitations of a course, as soon as that number shall have been reached.

If a student drops a class without permission from his adviser, he will be reported "failed" in the study. A permit to drop a study must be presented within two weeks after it is granted.

Unexcused absences from chapel are treated the same as absence from recitations. Each student may be absent from chapel ten times each semester, and from church four times. For absences in excess of this allowance his grade is reduced as follows: for every five absences or fractional part thereof the registrar



will deduct one half-hour credit from the semester's credit. Members of the Jewish and the Roman Catholic churches are excused from chapel attendance.

Excuse for absences may be obtained only from the student's adviser.

Excuses will be given for serious sickness, but rarely for other reasons. Members of musical clubs and athletic teams will be excused for absences incurred in filling out-of-town engagements permitted by the faculty.

### EXAMINATIONS

Written examinations in all courses are held at the close of each semester. Four hours are given for all four- and five-hour courses, and three hours for all two- and three-hour courses. Students who are conditioned in the work of any course are entitled to one delinquent examination for the purpose of removing the condition. Such examinations are held the second and ninth Saturdays in each semester. Students who fail in any course lose all credit in it, and if it be a required study, must take it again in class. A student who, by special permission, is given the privilege of taking an examination or a monthly quiz at any other than the regular time, must first pay the registrar a fee of one dollar. Only when the receipt for such payment is shown the instructor is he permitted to give such special examination.

### HONOR SYSTEM

All written examinations, whether quizzes or finals, are conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor

that in writing this examination I have neither given aid of any kind nor received aid from any source."

The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the student council any irregularity or evidence of dishonesty that may have been observed during the period of examination. The committee carefully weighs the evidence submitted and makes such additional investigation as it deems necessary. When it finds a student guilty of dishonesty, it reports the fact to the faculty with a recommendation for punishment.

### GRADING SYSTEM

In determining a student's rank, the comined marks of daily recitations, quizzes, articles, and reports count as two thirds, and the final examination as one third in the standing for the semester. Students whose average daily grades are below 60 are not permitted to take final examinations. In case, however, a student has been permitted by the faculty to be absent from regular recitations for a sufficient cause, his grade may be determined by examination alone.

The letters "Inc." on a student's card signify that the grade has been withheld because the work of the course has not been fully completed. Unless the work is brought up and the grade reported within ten weeks of the beginning of the next semester that the student is in college, the grade becomes a condition, and is so recorded.

The student who has a condition in a subject,—a grade between 60 and 70,—must pass a second examination to obtain credit in that subject. He may pass

this examination at any of the regular examination periods during the next semester in college. Otherwise the condition is changed to a failure.

In the case of a failure, a grade below 60, the student receives no credit for the course. If the study is an elective, he must either take it again, or take some other course in its place. Students who fail in a study will in no case be permitted to take another examination. Absence from quizzes or examinations, unless excused, is equivalent to a failure. Twice every semester students who have received a mark in their daily work less than the passing grade, 70, will receive notification.

A student who, during his first semester of residence, does not receive at least 70 in one third of his hours, is dropped from the college.

When a student after his first semester has failed in one study, or has been conditioned in two or more studies, he is regarded as on probation, and his parents or guardians are so notified.

When a student has been on probation two semesters in succession, he must pass the following semester in all his hours or he will be dropped from the college.

When a student has failed in two or more studies, the president may forbid his return to college.

Members of the senior class are required to make up all deficiencies before the tenth week of their last semester.

## REPORTS

Every teacher reports three times a semester to the president, on blanks prepared for the purpose, the standing of each student in his classes, together with the number of his absences. When a student is fall-

ing behind in his work, he is notified and counselled to bring up his standing. If the failure continues two months in succession, his parents or guardians are notified.

A report of the grades of each student is sent to his parents or guardian at the close of each semester. During the first year of his residence at college, reports are also sent to the principal of the high school from which the student comes. Special reports will be given at any time on request.

### CONSULTATION HOURS

In order to be as helpful as possible to students, every instructor has two or more consultation hours every week, when he will be pleased to meet students and to talk with them about the work they are doing in his department, or about any other matters on which they may wish his counsel. Students are urged to avail themselves of this privilege, since thus they can come to know their instructors more intimately and receive from them assistance of much value. Perhaps nothing is more beneficial in college life than the student's contact with teachers of wide learning and high ideals of a moral and religious character.

### HONORS IN SCHOLARSHIP

Honors in scholarship may be obtained by special excellence in the work of the course and by special work and high grades in a particular department. The names of students who receive honors are published in the annual catalogue.

**Honor Standings.**—Honor standings are awarded at the close of each academic year, according to the following provisions: At the close of the freshman, soph-

omore, and junior years, *High Honors* are given those who have attained the grade of 90 in at least eighty per cent of their hours, without falling below 80 in any course. *Honors* are given to those who have attained a grade of 90 in at least sixty per cent of their hours, without falling below 80 in any course.

Seniors will be graduated with the honors *cum laude*, *magna cum laude*, and *summa cum laude*. Those who, during their sophomore, junior, and senior years (1) have maintained a grade of 90 in not less than fifty per cent of the courses required for graduation, including all courses in their major and minor subjects and all courses offered to meet group requirements, and (2) have not fallen below 80 in more than two per cent of such subjects, will be graduated *cum laude*. Students who, during the last three years of their college work, (1) have maintained a grade of 90 in two thirds of the courses required for graduation, including all courses in their major and minor subjects and all courses offered to meet group requirements, and (2) have not fallen below 80 in any course, will be graduated *magna cum laude*. The distinction of *summa cum laude* is reserved for unusual excellence, and cannot be awarded if a student has fallen below 90 in more than ten per cent of his courses during the last three years of his work. It is bestowed by a special vote of the faculty.

**Department Honors.**—Departmental honors will be granted under the following conditions:

1. All candidates for honors must notify the head of the department in which they desire honors by the time they have completed the required work in that department.

2. No person may become a candidate for honors in two departments except by a special vote of the faculty.

3. All candidates for honors must be candidates for a degree and in full standing with their classes.

4. Candidates must not fall below the grade of 80 in more than fifteen hours and must obtain a grade of 90 in the department in which honors are sought.

5. Candidates must do their major work in the department in which they apply for honors, must elect at least eight additional hours, and must do such collateral work as the professor in charge of the department shall assign. The results of this collateral work should appear in a thesis of satisfactory length, representing investigation equal to at least six semester hours, which may be a part of the eight additional hours required. The thesis will be read before the head of the department and two other professors whom the president will appoint. It must be handed in not later than May 20, and its grade must be reported to the registrar not later than June 1 of the year in which the honor is to be awarded. The thesis may, however, be waived at the discretion of the professor in charge.

6. Students who take departmental honors will have this fact announced in the catalogue, will be excused from final examinations in studies in which they have a term grade of 90, and will receive special mention at the commencement at which the honor is taken.

## GRADUATION

The College of Liberal Arts grants but one bache-



lor's degree, the bachelor of arts, which is bestowed on the fulfillment of the following conditions:

1. The candidate must have completed one hundred and twenty-eight semester hours, including the studies designated as required in the several groups.
2. He must have attained a grade of at least 80 in forty per cent of the required hours.
3. All conditions and "incompletes" must be removed by the tenth week of the last semester.

An exception is made in the case of graduates of Wisconsin state normal schools who have not taken foreign languages. For these a special course leading to the degree of bachelor of philosophy is outlined.

The degree of bachelor of music will be conferred upon those students who fulfill the requirements of the faculty for this degree. These requirements are stated in the paragraph on degrees in that part of the catalogue given to the Conservatory of Music.

## GRADUATE WORK

Graduate work may be pursued for the degree of master of arts.

This degree will be conferred upon graduates of Lawrence or of any college of recognized standing, who shall have completed one year's resident graduate work.

The following requirements must also be fulfilled:

1. The candidate must present thirty hours of credit in advanced courses previously approved by the heads of the departments concerned.



2. Not less than half the time may be devoted to a major subject, and at least one third of the time shall be given to one, or at most two, minor subjects. One of the minor subjects shall be allied with the major.

3. As a prerequisite to entrance upon a graduate major or minor, an undergraduate major or minor respectively is required.

4. The candidate shall present a typewritten thesis on a subject assigned by the head of the department in which he does his major work. This shall constitute not less than four hours of the time allotted to his major subject. It must be in the hands of the head of the department not later than May 1, and must be approved by him before the candidate is recommended for the degree.

5. Examinations, which may be taken as each subject is completed, are required. Persons doing graduate work are charged the same fees as undergraduate students. Graduate courses for degrees other than the master's are not given.

## CORRESPONDENCE WORK

No correspondence courses are offered by the college. For the present, correspondence work may be taken by Lawrence students at the universities of Chicago and Wisconsin, under the following conditions:

1. Not more than sixteen hours of correspondence work for credit will be recognized by the college, and not more than ten may be taken in any one department.

2. No correspondence work is allowed students while in residence at the college.

3. Grades received in correspondence courses taken at the universities of Chicago and Wisconsin will be recorded and treated for all purposes the same as grades received in residence.

4. If any student studies a course privately while not in residence at the college, and if the professor offering the course at Lawrence is satisfied that the work has been done thoroughly, then upon the written recommendation of the professor, the student adviser may allow the student in the first semester in which the course is offered following his private study, to repeat the same course, registering him for extra work,—above what he would otherwise be allowed—to the amount of one half the credit due the course, the student to be given the benefit of any fractional hour.

## SPECIAL STUDENTS

Students who desire to receive instruction in particular departments without becoming candidates for degrees, are admitted in case their previous education has been sufficient to qualify them for the work they desire to do. Their fitness is determined by credits submitted from schools they may have attended, and by examinations which may be required at the discretion of the committee on entrance credits. They are expected to take the work prescribed in physical culture, unless especially excused. The studies they choose will be determined by consultation with the president, who is their adviser. If a special student is conditioned, or if

he fails in two courses in any semester, his connection with the college is thereby terminated.

Special students must observe the same rules concerning matriculation and must pay the same fees as other students. They must bring credits and a recommendation from the principal of the school they have previously attended. Special students are subject to the same rules and regulations as students regularly enrolled in the college classes. No person who expects to be a candidate for a college degree may in any case enroll as a special student.

#### REGULATIONS CONCERNING PUBLIC ENTERTAINMENTS AND EXHIBITIONS

Any club, association, or company of students proposing to give one or more entertainments or exhibitions, social, athletic, or otherwise, before making any contracts or engagements, must present its plans to the faculty committee on entertainments. No engagements may be made without the approval of this committee. A freshman with an entrance condition may attend, but he may not be a participant in such an entertainment without the permission of his student adviser, and not then if his standing in any study is below 70. No student whose work is incomplete in more than one course, is allowed to manage or to be a participant in any game, contest, or entertainment given by any club, association, or team of students; and any student who is below grade in any three courses shall be debarred for the remainder of the semester from the privileges and duties of any social or athletic organization with which he may be connected.

Exceptions to these rules are made in the case of members of college athletic teams and of the glee clubs.

Members of athletic organizations are exempt from these regulations in so far as they are in conflict with the rules of the Wisconsin Intercollegiate Athletic Association and of the local athletic committee. The following special rules have been made for membership in the college glee clubs:

Any sophomore, junior, or senior in the College of Liberal Arts, in order to be eligible for membership in either of the glee clubs, must have passed the preceding spring semester in at least twelve hours of work. Any freshman in the College of Liberal Arts must, at the time of his appointment as a glee club member, be passing in at least ten hours of work.

### LIBRARY REGULATIONS

The library is open for the use of students under the following regulations: reference books may not be taken from the library; books used as collateral in the regular class work may not be drawn except for over night, and a fine of twenty-five cents will be exacted if the book is not returned by eight o'clock the following morning. Books other than those mentioned may be drawn for two weeks by students, and for four weeks by professors; and if not returned, fines will be imposed. As the library is for study, quiet is strictly required. Conversation, except in low tones and for very brief periods on strictly necessary matters, is prohibited. The taking of books from the library without having them duly charged is counted a grave offense and treated accordingly.

### INTERCOLLEGIATE DEBATES

Several intercollegiate debates are held each year. These for the past few years have been with Albion,

Carroll, Ripon, and Beloit colleges. In other years debates have been held with Hamline, Carleton, and Lake Forest University. There is a triangular freshman and a triangular all-college debate every year. This work is under the supervision of the professor of public speaking.

### CREDIT IN PROFESSIONAL SCHOOLS

If a student at Lawrence selects the group of studies that is designed for his particular calling, full credit for such work can usually be secured in professional schools. Thus the University of Wisconsin allows credit in its School of Agriculture, School of Engineering, School of Pharmacy, and other departments. Northwestern University has also arranged to give graduates advanced standing in its professional schools. Those who enter the Garrett Biblical Institute, the School of Theology of Boston University, or Drew Theological Seminary receive credit sufficient to enable a student who has taken Greek, Hebrew, the history courses, and the courses in theism, science, the philosophy of religion, apologetics, and English Bible, to complete his theological work in two years. In short, if the right selections are made, credit sufficient to enable the student to shorten the professional course one year, may be secured in most professional schools.

### LAWRENCE AND THE UNIVERSITY OF WISCONSIN

An agreement has been entered into with the University of Wisconsin whereby both institutions have the same entrance requirements and the same list of accredited schools. Students who change from either in-

stitution to the other will be given the rank of sophomores or juniors if they change at the end of the first or second years of their work. It is not deemed advisable by either institution for students to change at the end of their junior year, and where such cases occur, they will be dealt with on their individual merits.

### HONORARY DEGREES

Honorary degrees are granted by the trustees on the recommendation of the faculty, but subject to a limitation stated by the by-laws of the board, which reads as follows: "Honorary degrees shall be bestowed only on persons of marked scholarly attainments, as evidenced by published works, or upon persons who have attained to especially conspicuous positions in church or state." Petitions for the bestowment of honorary degrees are not received.

### TEACHER'S CERTIFICATE

Graduates of the college may receive from the state board of examiners, certificates based on their diplomas provided they have completed the required work in education and psychology and are recommended by the college. In order to meet these requirements and to be recommended by the college, students must have completed the following work. Psychology, four hours; education, seven hours; and a departmental teacher's course in major or minor subject, two hours or an additional two hour course in the department of education.

Students forwarding to the state superintendent, a statement of their work from the registrar and the recommendation of the college, and filling out and re-



turning the blank furnished by the state department, may receive a license to teach for one year in any public school in the state of Wisconsin. This certificate will be renewed at the end of the first year if work is satisfactory. Graduates, presenting to the state board of examiners, satisfactory evidence of good moral character and two years of successful experience as a teacher after graduation may receive an unlimited life certificate.

The University of Wisconsin requires graduates it recommends for teacher's certificates to take extra work above the usual requirements for graduation. That our students may be at no disadvantage because of this extra training of University graduates we recommend that students expecting to each elect from four to eight hours above the 125 hours required for graduation.

Average and superior students may easily meet these additional requirements by arranging their courses as suggested in the education group on page 118.

While it is not advised, it sometimes happens that undergraduates who have completed two or three years of collegiate work, desire to teach before completing their college course. In order to be recommended by the college to the state board of examiners for a permit, such students must have completed fourteen hours in the major subject to be taught in the high school, ten hours in a second subject, four hours in psychology and have completed two courses in education, one of which must be Secondary Education or Principles of Teaching.



## EXTRA-CURRICULAR ACTIVITIES

While believing that the experience gained by students from leadership and participation in the various activities of college life is important and should be encouraged, it has been found that limitations on such extra-curricular activities are desirable, in order that the regular college work may not be interfered with and that a greater number of students may have an opportunity to participate in such activities, and thus secure the benefit they confer. With a view to accomplishing these ends, the following regulations have been adopted—

1. All organized and other regular student extra-curricular activities of the college are classified on the basis of "units," the value of the "units" being the approximate amount of time per week required to perform such activities, together with the distraction caused thereby. (Some of the less important activities are listed as one unit each merely to limit the number in which any one student may take part.)

2. Students with an average standing of 90 in all registered courses are permitted a maximum of six units per week per semester of extra-curricular activities, provided they take no more than sixteen hours per week of regular college work. For each additional hour of regular college work taken, one unit is deducted from the maximum number of units of extra-curricular activity permitted. For each unit of extra-curricular activity taken in excess of the maximum of six units, one hour is taken from the number of hours permitted of regular college work.

3. Students with an average standing of 80 in all registered courses are permitted, subject to the same provisions as in (2) above, a maximum of five units per week per semester of extra-curricular activities.

4. Students with an average standing of 70 in all registered courses are permitted, subject to the same provisions as in (2) above, a maximum of four units per week per semester of extra-curricular activities.

5. For each "incomplete" condition, or failure a further reduction of one unit is made from the maximum number of units permitted any student on the basis of his average standing in all registered courses.

6. The following group of extra-curricular activities, based on their approximate values in units, has been adopted as a standard in determining the number of extra-curricular activities in which a student may engage:

ACTIVITY	Value in Units per Semester	
	1st	2nd
<i>Ariel</i>		
Editor-in-chief .....	2	3
Business Manager .....	2	3
Assistant Business Manager .....	1	2
Staff .....	1	1
Athletic Board—		
Officers and Members .....	1	1
Athletic Manager .....	4	4
Baseball—		
College Team .....		2
Basket-ball—		
College Team .....	1	2
Substitutes and Second Team.....	1	2
Board of Oratory and Debate—		
Members .....	1	1

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Class Organizations—		
Officers .....	1	1
Choir and Choral Club—		
Members .....	1	1
Debate—		
Intercollegiate Team .....	4	4
Freshman Team .....	4	4
Departmental Clubs—		
Officers .....	1	1
Dramatic Club—		
Members of Cast .....	3	3
Members of Club .....	1	1
Football—		
College Team .....	3	
Substitutes and Second Team.....	2	
Freshman Team .....	2	
Fraternities—		
House Stewards .....	2	2
Other Officers .....	1	1
Glee Clubs—		
Manager .....		3
Members .....	2	2
House Government Associations—		
Presidents and Other Officers.....	1	1
Lawrence Union—		
Officers .....	1	1
<i>Lawrentian</i> —		
Editor-in-chief .....	4	4
Assistant Editor .....	2	2
Business Manager .....	3	3
Assistant Business Manager .....	2	2
Staff .....	1	1
Literary Societies—		
Officers .....	1	1
Oratory—		
Intercollegiate Representatives .....		3
Interclass Representatives .....	2	
Sororities—		
Officers .....	1	1

## Student Senate—

President .....	3	3
Vice-president .....	2	2
Secretary .....	1	1
Treasurer .....	2	2
Members .....	1	1

## Track—

College Team .....	2
Candidates .....	1

## Y. M. C. A.—

President .....	4	3
Treasurer .....	2	1
Manager of Employment Bureau.....	2	2
Other Officers .....	1	1

## Y. W. C. A.—

President .....	4	3
Treasurer .....	2	1
Other Officers .....	1	1

All offices in other literary, scientific, philosophic, social, athletic, or fraternal societies or clubs in Lawrence College, and all memberships of any athletic teams not mentioned above, are reckoned as one unit.

Students engaged in any form of labor during the college year for maintenance, are grouped individually by their advisers, who classify them by dividing the number of hours per week devoted to such labor by four.

7. The record on which the number of units of extra-curricular activities is determined, is the record for the semester preceding the semester during which the student is engaged in such activities, except in the cases of freshmen and other students entering college for the first time, in which case the first month's record in college is the basis of determination.

8. The secretary of each student organization is required to file a list of officers-elect with the regis-

trar within seven days after election. Failure to comply with this regulation on the part of any secretary deprives that secretary of the right to any extra-curricular activities for the semester.

9. Each student is required to present to his adviser at the time of registration, a statement giving the extra-curricular activities in which the student expects to engage, together with his average standing in all registered courses for the preceding semester. The adviser records the number of units of extra-curricular activities of each student on his registration card and is governed by the regulations above in the further registration of the student. In case a student wishes to engage in extra-curricular activities after registration, or has been elected to some office after the opening of the semester, he shall present to his adviser a statement as above and have his registration card revised accordingly.

10. The failure of a student to comply with the above regulations means a forfeiture of the same number of hours of college credit as units of extra-curricular activity involved.

## ADMISSION TO THE COLLEGE

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### CONDITIONS

Admission to the college is by examination or by certificate from accredited schools.

The regular examinations for admission occur on the Tuesday preceding the beginning of the first semester. Examinations are also held on the first Saturday of the second semester, at 9 o'clock a. m., to accommodate those who enter at that time.

On the presentation of certificates giving their standings, graduates of any school that has been approved by the faculty may be admitted to the college without examination, except that every student must submit to a test in English which consists of writing a theme on some familiar subject. This test is held at 9 a. m. on Tuesday, the first day of registration. These certificates must show in detail the studies pursued by the applicant in preparation for college, and should bear the recommendation of the principal. Blank forms for credentials may be had on application to the registrar.

Certificates should be sent by the principal direct to the registrar as early as August 30, that they may be examined and the student's classification determined before the opening day of the college year. Delay and confusion will thus be avoided.

Certificates are accepted in lieu of examinations only in so far as the subjects correspond in quantity and quality to those prescribed for admission, or are their full equivalent. It is understood also that if the student is found, after a fair trial, to be so deficient in

any study for which credit has been given him that he cannot profitably continue in the class assigned, he may be remanded to such a class in that subject as he is prepared to enter; but the classification to which his certificate has admitted him is not changed.

All candidates for admission must present satisfactory testimonials of good moral character, and, in addition, certificates of regular dismissal will be required from those who have been students in other colleges.

## REQUIREMENTS FOR ENTRANCE

Students are admitted to the College of Liberal Arts on the basis of units offered. A unit is understood to mean a subject pursued for forty-five minutes, five times a week, for one year, or an equivalent of that amount of work. Subjects closely related and not having been pursued for an entire year, may be combined so as to equal a whole unit: as, physiology, zoology, etc. A subject coming three times a week for a year and a half may be counted as a unit.

Fifteen units are required for admission, nine of which are required and six are elective.

### I. The following subjects are required of all:

English .....	3 units
Foreign Language .....	2 units
History, including Social Science.....	1 unit
Mathematics .....	2 units
Natural Science .....	1 unit

II. In addition to the requirements under I, six units must be offered from the following elective subjects:

Agriculture .....	$\frac{1}{2}$ to 1 unit
Botany .....	$\frac{1}{2}$ to 1 unit



Chemistry .....	1 unit
Civics .....	$\frac{1}{2}$ unit
Commercial Geography .....	$\frac{1}{2}$ unit
Commercial Subjects .....	2 units
Drawing .....	$\frac{1}{2}$ to 1 unit
Domestic Science .....	$\frac{1}{2}$ unit
Economics .....	$\frac{1}{2}$ unit
English Composition .....	1 unit
English Literature .....	1 to 3 units
French .....	1 to 4 units
German .....	1 to 4 units
Greek (Grammar, Lessons, and <i>Anabasis</i> )....	2 units
Greek (Homer's <i>Iliad</i> ) .....	1 unit
History .....	1 to 3 units
Latin (Grammar, Lessons, and Cæsar).....	2 units
Latin (Cicero) .....	1 unit
Latin (Vergil and Ovid) .....	1 unit
Manual Training .....	1 unit
Mathematics (Algebra) .....	1 unit
Mathematics (Advanced Algebra) .....	$\frac{1}{2}$ unit
Mathematics (Plane and Solid Geometry)...	$1\frac{1}{2}$ units
Mathematics (Plane Trigonometry) .....	$\frac{1}{2}$ unit
Physics .....	1 unit
Physiography .....	$\frac{1}{2}$ to 1 unit
Physiology .....	$\frac{1}{2}$ unit
Psychology .....	$\frac{1}{2}$ unit
Theory and Art of Teaching.....	$\frac{1}{2}$ unit
Zoology .....	$\frac{1}{2}$ to 1 unit

**Limitations.**—Not more than four of the required fifteen units will be accepted for admission in any one subject, and not more than four units may be selected from manual training, drawing, domestic science, or commercial or other vocational subjects. If no more than two units of foreign language are offered, in order to meet the language requirements for entrance they must be in one language only. If but one unit of foreign language is offered, it will be accepted in making up the fifteen units, but it will not be considered in any sense, even in part, as meeting the language requirements.

**Admission without Foreign Language.**—Students entering the college are advised to present Latin, or

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Latin and a second foreign language, to the extent of at least four units. Students may be admitted, however, without any foreign language under the following conditions: (1) They must offer fifteen units subject to all the limitations heretofore stated, except that the two units of foreign language specified above as required of all may be replaced by two units of any elective subject or subjects. (2) The language requirements, however, must be met before the beginning of the junior year. This will ordinarily require extra work to the extent of four hours a week for one year, which will not be credited as part of the number of unit-hours required for graduation from the college. (3) Students admitted with a condition in language must elect at least three units of foreign language in college, in addition to the language taken to meet their condition in language, except that those electing the pre-engineering group, or the special chemistry group, of studies need elect but two units.

## SUBJECT OUTLINE OF REQUIREMENTS

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### ENGLISH

The entrance requirements in English involve work in grammar, composition, rhetoric, and literature.

**Grammar.**—The student should be prepared to state intelligently the essential principles of grammar; he should be familiar with the parts of speech, their inflections and uses; and he should be ready and accurate in the analysis of sentences.

**Composition.**—The high-school composition should aim at giving the student power to express his thoughts clearly and accurately on paper. Correct spelling, punctuation, and capitalization are essentials. It is expected that the student should have prepared under the direction of a competent instructor one or more written exercises every week for at least three years. A sufficient number of these exercises should be corrected by the teacher and revised by the student to secure the desired accuracy. The subjects upon which the student writes should not be drawn exclusively from literature; a considerable portion of them should be so distributed as to give proper training in the four forms of composition.

**Rhetoric.**—The student should be grounded in the essentials of rhetoric, but those principles should receive emphasis that are most likely to be of service to him in practical writing, such as the principles of sentence structure, paragraphing, the outlining of the essay, the choice and arrangement of words, the unity and coherence of the sentence and the paragraph, and the simpler qualities of style.

**Literature.**—The aim of literature is to foster in the student the habit of intelligent reading and to develop in him a taste for good literature by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

## I. BOOKS PRESCRIBED FOR READING

I. **Classics in Translation** (two to be selected): The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Aeneid*. (The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.) For any selection from this group a selection from any other group may be substituted.

II. **Shakspeare** (two to be selected): *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Caesar*, *Macbeth*, *Hamlet*. Of the last three, only two may be chosen, because one must be selected in Group I of the books prescribed for study.

III. **Prose Fiction** (two to be selected): *Malory's Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress* (Part I); Swift's *Gulliver's Travels* ("To Lilliput" and "To Brobdingnag"); Defoe's *Robinson Crusoe* (Part I); Goldsmith's *Vicar of Wakefield*; Frances Burney's *Evelina*; any one of Scott's, Jane Austen's, Thackeray's, George Eliot's, Cooper's, or Dickens's novels; Maria Edgeworth's *Castle Rackrent* or *The Absentee*; Mrs. Gaskell's *Cranford*; Kingsley's *Westward Ho!* or *Hereward the Wake*; Reade's *Cloister and the Hearth*; Blackmore's *Lorna Doone*; Hughes's *Tom Brown's School Days*; Stevenson's *Treasure Island*, *Kidnapped*, or *The Master of Ballantrae*; Poe's selected *Tales*; Hawthorne's *House of the Seven Gables*, *Twice Told Tales*, or *Mosses from an Old Manse*; a collection of short stories by various standard writers.

IV. **Essays, Biography, etc.** (two to be selected): The *Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages); selections from Boswell's *Life of Johnson* (about 200 pages); Franklin's *Autobiography*; selections from Irving's *Sketch Book* (about 200

pages) or Irving's *Life of Goldsmith*; Southey's *Life of Nelson*; selections from Lamb's *Essays of Elia* (about 100 pages); selections from Lockhart's *Life of Scott* (about 200 pages); Thackeray's *English Humorists* (lectures on Swift, Addison, and Steele); any one of Macaulay's essays on Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, or Madame d'Arblay; selections from Trevelyan's *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies*, or about 150 pages of selections from Ruskin; Dana's *Two Years before the Mast*; selections from Lincoln, including at least the two inaugural speeches, the speeches in Independence Hall and at Gettysburg, his last public address, and his letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman's *Oregon Trail*; Thoreau's *Walden*; selected essays of Lowell (about 150 pages); Holmes's *Autocrat of the Breakfast Table*; Stevenson's *Inland Voyage* and *Travels with a Donkey*; Huxley's *Autobiography* and selections from his *Lay Sermons*, including the addresses *On Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of letters by various standard writers.

V. **Poetry** (two to be selected): Palgrave's *Golden Treasury* (First Series [Books II and III, with special attention of Dryden, Collins, Gray, Cowper, and Burns]); Palgrave's *Golden Treasury* (First Series [Book IV, with special attention to Wordsworth, Keats, and Shelley, if not chosen under the poetry prescribed for study]); Goldsmith's *Traveler* and *Deserted Village*; Pope's *Rape of the Lock*; a collection of English and Scottish ballads; as, for example, some Robin Hood ballads, the "Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection of later ballads; Coleridge's *Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron's *Childe Harold* (Canto III or IV) and "The Prisoner of Chillon;" Scott's *Lady of the Lake* or *Marmion*; Macaulay's *Lays of Ancient Rome*, "Battle of Naseby," "The Armada," "Ivry"; Tennyson's *Princess*, or "Gareth and Lynette," "Lancelot and Elaine," and "Passing of Arthur"; Browning's "Cavalier Tunes," "Lost Leader," "How They Brought the Good News from Ghent to Aix,"

"Home Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Hervi Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "Patriot," "De Gustibus—," "Pied Piper," "Instans Tyrannus"; Arnold's *Sohrab and Rustum* and *Forsaken Merman*; selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

## II. BOOKS PRESCRIBED FOR STUDY

I. **Drama** (one to be selected): Shakspeare's *Julius Caesar*, *Macbeth*, *Hamlet*.

II. **Poetry** (one to be selected): Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's "Coming of Arthur," "Holy Grail," and "Passing of Arthur"; selections from Wordsworth, Keats, and Shelley in Palgrave's *Golden Treasury* (First Series, Book iv.)

III. **Oratory** (one to be selected): Burke's *Speech On Conciliation with America*; Macaulay's two speeches *On Copyright* and Lincoln's speech at Cooper Union; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

IV. **Essays** (one to be selected): Carlyle's *Essay on Burns*, with a selection from Burns's poems; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

## HISTORY, CIVICS, AND ECONOMICS

Students may offer any one or more of the following units of history and civics:

Ancient History (Greek and Roman) (1 unit).

Medieval and Modern History (1 unit).

American History (1 unit).

Civics ( $1\frac{1}{2}$  unit).

English History (1 unit).

Economics, or Social Science (1 unit).

## MATHEMATICS

1. **Algebra** (1 Unit).—The requirements in algebra include the following topics: the fundamental operations, fac-



toring, common divisors and multiples, simple equations of one or more unknown quantities, involution, evolution, radicals, fractions, and quadratic equations.

2. **Advanced Algebra** ( $\frac{1}{2}$  Unit).—Simultaneous equations, ratio and proportion, graphical representation, binomial theorem for positive integral exponents, and logarithms, including the use of the table in simple numerical work.

3. **Plane and Solid Geometry** (1 Unit).—A combination course in plane and solid geometry, including the simpler parts of both. This is preferred when only one unit of geometry is offered.

4. **Plane Geometry** (1 Unit).—A more extensive and intensive study of plane geometry extending throughout the year.

5. **Solid Geometry** ( $\frac{1}{2}$  Unit).—A half-year of solid geometry, following a year of plane geometry, will be credited a half-unit.

6. **Trigonometry** ( $\frac{1}{2}$  Unit).—Solution of right and oblique plane triangles, trigonometric equations and familiarity with the use of logarithmic and trigonometric tables.

Additional credit, not to exceed a total of four units in mathematics, will be given those who have had further work in algebra, trigonometry, or surveying.

## SCIENCE

### 1. BIOLOGY:

(a) **Botany** (1 Unit).—Either of the following books should prove satisfactory as a text-book: Andrew's "Practical Course in Botany" (American Book Co.); Bergen and Caldwell's "Practical Botany" (Ginn); Coulter's "Plant Life and Plant Uses" (American Book Co.); or Atkinson's "Botany for Schools" (Holt). Payne's "Manual of Experimental Botany" is suggested as a suitable guide for the laboratory work.

(b) **Zoology** (1 Unit).—Jordan, Kellogg, and Heath's "Animal Studies" (Appletons) or Linville and Kelly's "Text-



book of General Zoology" (Ginn) will be found adequate as text-books when accompanied by a suitable laboratory manual.

(c) **General Biology** (1 Unit).—In schools where it is desired to combine Botany and Zoology in a single year of work Hunter's "Essentials of Biology" or "Civic Biology" (American Book Co.) will be found useful as texts. Sharpe's "Laboratory Manual in Biology" (American Book Co.) is well adapted to be used by pupils of high-school age.

(d) **Physiology**.—In schools where only a half year is devoted to this subject it should, if possible, be preceded by a course in zoology or biology. Eddy's "Text-book in General Physiology" (American Book Co.), or Walter's "Physiology and Hygiene for Secondary Schools" are suggested as satisfactory text-books. In schools where it is desired to unite Zoology and Physiology in a year of work Kellogg's "Animals and Man" (Holt) is recommended.

2. **CHEMISTRY** (1 Unit).—A year's work in descriptive chemistry, covering both metals and non-metals and divided about equally between the class room and the laboratory. A careful record of experiments should be kept and presented for inspection at the time of examination. Some such text as Remsen's *Introduction to the Study of Chemistry*, with the manual, comprises the work required.

**PHYSICS** (1 Unit).—One year's work in elementary physics. The work should be essentially that outlined in the requirements of the North Central Association of Colleges and Secondary Schools, and is satisfactorily covered by the better text-books in elementary physics. The laboratory note-book should be presented by candidates for admission.

4. **PHYSIOGRAPHY** ( $\frac{1}{2}$  Unit).—This course should include: (1) principles as presented in the best recent text-books; (2) field study, with records of field trips; (3) ability to use topographic maps, weather charts, etc.

## VOCATIONAL SUBJECTS

Students may offer not more than four units in manual training, domestic science, agriculture, or commercial and

other vocational subjects, the work to be of the character and amount outlined in the annual reports of the North Central Association of Colleges and Secondary Schools.

## LATIN

### I. AMOUNT AND RANGE OF READING REQUIRED

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, should be not less in amount than Caesar, *Gallic War*, I-IV; Cicero, the *Orations against Catiline*, *For the Manilian Law*, and *For Archias*; and Vergil, *Aeneid*, I-IV.

2. The amount of reading specified above should be selected by the schools from the following authors and works: Caesar's *Gallic War* and *Civil War* and Nepos's *Lives*; Cicero's orations, letters, and *De Senectute*; Sallust's *Catiline* and *Jugurthine War*; Vergil's *Bucolics*, *Georgics*, and *Aeneid*; and Ovid's *Metamorphoses*, *Fasti*, and *Tristia*.

### II. SUBJECT AND SCOPE OF THE EXAMINATIONS

1. **Translation at Sight.**—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. **Prescribed Reading.**—Candidates will be examined also upon the following prescribed reading: Cicero, *Orations for the Manilian Law* and *For Archias*; Vergil, *Aeneid*, I, II, and either IV or VI, at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed readings are set for translation, will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. **Grammar and Composition.**—The examination in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the

ordinary syntax and vocabulary of the prose read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

## GREEK

1. **Greek Grammar.**—Any standard Greek grammar, including prosody.
2. **Xenophon's "Anabasis."**—Four books.
3. **Homer's "Iliad."**—Three books.
4. **Greek Prose Composition.**—Pronunciation according to written accents.
5. **Sight Translation.**—Students will be tested in reading easy Greek at sight.

## GERMAN

The admission requirements in German are those recommended by the Modern Language Association of America.

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read (1 unit).

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy, selected passages, and continued drill upon the rudiments of grammar (1 unit).

3. The work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving,

sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language (1 unit).

## FRENCH

The admission requirements in French are those recommended by the Modern Language Association of America.

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with constant practice in translating easy variations of the sentences read, and the writing of French from dictation (1 unit).

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts—sometimes oral and sometimes written—or portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences (1 unit).

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation (1 unit).

## ADVANCED CREDIT

Any student who wishes advanced credit for work done in secondary schools, in addition to the fifteen units required for entrance, must take an examination on the study for which he desires credit. If he succeeds in the examination, he will be given as many hours of

college credit, less one half, as the subject was credited in the secondary school.

Students who have taken part of their work in other institutions of college rank will be admitted to advanced standing on the basis of the certificates of standings they present. Such persons must bring with them letters of honorable dismissal and testimonials of good character.

### ACCREDITED SCHOOLS

Graduates from high schools that have been accredited, will be admitted without examination in the courses for which credit is given. Certificates should be forwarded before August 15 by the principal of the high school in which the student has taken his work, giving a detailed statement of his studies and standings. Blanks for this purpose may be secured by writing to the registrar. Students from academies or from high schools outside the state will be admitted by presenting standings equal to the entrance requirements, provided such schools are accredited at the state university of the state in which they are located. In such cases, however, the faculty reserves the right to examine and reclassify the student if his work in this institution shows defective preparation.

The following is a list of the schools which this institution has placed on its accredited list:

Abbottsford	Augusta
Albany	Baldwin
Algoma	Bangor
Alma	Baraboo
Almery	Barron
Antigo	Bayfield
Appleton	Beaver Dam
Arcadia	Beaver Dam, Wayland Academy
Argyle	Belleville
Ashland	Belmont
Ashland, Northland Academy	Beloit
Athens	Benton

Berlin	Highland
Black Earth	Hillsboro
Black River Falls	Hillside Home School
Blair	Hixton
Blanchardville	Horicon
Bloomer	Hudson
Bloomington	Hudson, Galahad, a School for Boys
Boscobel	Hurley
Brandon	Independence
Brodhead	Iola
Burlington	Iron River
Cambria	Janesville
Cambridge	Jefferson
Cashton	Juneau
Cassville	Kaukauna
Cedarburg	Kenosha
Cedar Grove, Wisconsin Memorial Academy	Kewaunee
Chetek	Kiel
Chilton	Kilbourn
Chippewa Falls	La Crosse
Chippewa Falls, McDonnell Memorial High School	Ladysmith
Clinton	La Farge
Clintonville	Lake Geneva
Colby	Lake Mills
Columbus	Lancaster
Crandon	Linden
Cuba City	Little Chute
Cumberland	Lodi
Darien	Lone Rock
Darlington	Loyal
Deerfield	Madison
De Forest, Windsor Township	Madison, Sacred Heart Academy
Delavan	Madison, Wisconsin Academy
De Pere	Manawa, Little Wolf
Dodgeville	Manitowoc
Durand	Marinette
Eagle River	Markesan
East Troy	Marshall
Eau Claire	Marshfield
Edgerton	Mauston
Elkhorn	Mayville
Ellsworth	Mazomanie
Elroy	Medford
Endeavor Academy	Mellen
Evansville	Menasha
Evansville Seminary	Menomonee Falls
Fairchild	Menomonie
Fennimore	Merrill
Florence	Middleton
Fond du Lac	Milton
Fond du Lac, Grafton Hall	Milton College Academy
Fort Atkinson	Milton Junction
Fox Lake	Milwaukee, East Division
Galesville	Milwaukee, North Division
Glenbeulah	Milwaukee, South Division
Glenwood	Milwaukee, West Division
Grand Rapids	Milwaukee-Downer Seminary
Grantsburg	Miral Point
Green Bay, East	Minocqua
Green Bay, West	Mondovi
Green Bay, St. Joseph's Academy	Monroe
Green Lake	Montello
Greenwood	Montfort
Hartford	Mount Horeb
Hayward	Mukwonago
Hazel Green	Muscoda
	Necedah



Neenah	Sheboygan Falls
Neillsville	Shell Lake
New Holstein	Shullsburg
New Lisbon	Sinsinawa, St. Clara Academy
New London	Soldiers Grove
New Richmond	South Milwaukee
Oakfield	Sparta
Oconomowoc	Spooner
Oconto	Spring Green
Oconto Falls	Spring Valley
Omro	Stanley
Onalaska	Stevens Point
Oregon	Stoughton
Osceola	Sturgeon Bay
Oshkosh	Sun Prairie
Palmyra	Superior
Pardeeville	Superior, Nelson Dewey
Park Falls	Tigerton
Peshtigo	Tomah
Pewaukee	Tomahawk
Phillips	Two Rivers
Plainfield	Union Grove
Platteville	Verona
Plymouth	Viroqua
Portage	Wabeno
Port Washington	Waldo
Poynette	Walworth
Prairie du Chien	Washburn
Prairie du Chien, St. Mary's Academy	Waterford
Prairie du Sac	Waterloo
Prescott	Watertown
Princeton	Waukesha
Racine	Waukesha, Carroll College Acad- emy
Racine College Grammar School	Waunakee
Randolph	Waupaca
Reedsburg	Waupun
Reeseville	Wausau
Rhinelanders	Wausaukee
Rib Lake	Wautoma
Rice Lake	West Allis
Richland Center	West Bend
Ripon	Westboro
River Falls	West De Pere
St. Croix Falls	Westfield
Sauk City	West Salem
Seneca	Weyauwega
Seymour	Whitehall
Sharon	Whitewater
Shawano	Winneconne
Sheboygan	Wittenberg
	Wonewoc

## THE NORTH CENTRAL ASSOCIATION LIST

Graduates of schools accredited by the North Central Association of Colleges and Secondary Schools, and not in the college list of accredited schools, will be admitted upon the same terms as graduates of schools directly accredited by the college.



## THE COURSES OF STUDY

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### THE GROUP SYSTEM

The courses of study are arranged in what is known as the group system, which, in recent years, in very many institutions, has supplanted fixed courses. This arrangement is believed to have the advantage of giving the student a somewhat comprehensive view of the various departments of knowledge and, at the same time, a chance to specialize in the line of his individual aptitude, or with reference to subsequent professional or graduate work. The group system aims to retain the advantages of both the fixed course system and the free elective system, while avoiding the defects of each,—to maintain a proper balance between educational control on the one side and individual freedom of choice and self-direction on the other. The various groups are so arranged that certain studies are required which are regarded as essential to a broad and liberal culture. At the same time a system of election makes it possible to secure advanced study in a subject in which the student may desire special training.

### THE UNIT DEFINED

The semester hour is the unit used in measuring the number of hours of credit that each course gives. By a semester hour is meant one recitation of class exercise per week, one hour in length, in a study continuing throughout a semester. Students are required to take sixteen semester hours per semester for full work, or thirty-two hours per year. As already stated, one hundred twenty-eight hours complete the course and

entitle the student to graduation. Two and a half hours of laboratory work are equivalent to one recitation hour.

## THE SELECTION OF COURSES

### REGULATIONS

1. Students are earnestly advised to study carefully the description of courses given in the subsequent pages of this catalogue and to note which courses are marked as prerequisites.

2. Each student is placed under an adviser and must select his studies by the adviser's counsel and direction. The adviser to whom he must go, is indicated by the following schedule, in which the letters stand for the initial letter of the student's surname:

A.—Professor Atkinson

B.—Professor Treat

C.—Professor Fairfield

D, E.—Professor Wright

F, G.—Professor Farley

H, I.—Professor Youtz

J, K.—Professor Lymer

L.—Professor Baker

M.—Professor Mullenix

N, O, P.—Professor Naylor

Q, R.—Professor Bagg

S.—Professors Rogers and Dudley

T, U, V.—Professor Trever

W, X, Y, Z.—Professor Custer

Seniors.—President Plantz

Graduates and Special Students.—Professor Spencer

3. When a student has selected a study continuing through more than one semester, he may not receive credit for it until he has completed the full work, unless excused by the faculty.

4. No student will be permitted to take more than seventy hours in any one group, or forty hours in any one department, except in the engineering and chemical courses.

5. No student is permitted to take less than fourteen or more than seventeen hours without permission of the faculty.

6. Every student must choose a major and a minor subject not later than the beginning of his junior year. The major must consist of not less than twenty-four hours in some one department, required work being included. The minor must consist of not less than fourteen hours, chosen in some one department other than the major. First year courses in Latin, Greek, French, and German, described as elementary, may not be counted as major or minor work. The representative groups given in the succeeding pages are so arranged that each includes a major in some subject and a minor in another. A study of these groups will assist the student in selecting his course in harmony with this requirement.

7. Except in the case of students in the special chemistry group or in the pre-engineering courses, the following are the requirements in language for the A.B. degree: sixteen semester hours of those who offer four units or more of foreign language at entrance; twenty-four semester hours of those who offer two or three units of language at entrance. Those who offer less than two units must make up deficiency in preparation by extra work. No credit will be given for elementary Greek, Latin, or German unless the subject is pursued for two years; but students who have com-

pleted their language requirements may receive credit for one year's work in any one of these subjects.

8. Not later than the end of the first semester of his senior year, a candidate for a baccalaureate degree must submit to the head of the department in which the work is done, a written production, which shall be an expression of the ability, originality, personality, and effort of the writer, and shall represent one to two semester hours of work, the amount of credit to be determined by the professor in charge. The subject of the production shall be submitted and approved by the professor in charge not later than the end of the fourth week of the semester.

9. In addition, a candidate for a baccalaureate degree may present a graduating thesis, equivalent to four hours of credit, on a subject approved by the student adviser and the professor in whose department his major work is taken. The thesis must represent some phase of the student's work in his major subject, must show that it represents careful preparation, must be typewritten on paper of good quality, eight by ten inches in size, and must be deposited in the college library at least two weeks before commencement. Before being accepted, it must be approved by the head of the department in which the work is done. After acceptance the thesis becomes the property of the college.

10. Students who are candidates for departmental honors, before electing their courses, should confer with the head of the department in which honors are desired.

## ARRANGEMENT OF COURSES

The courses offered in the College of Liberal Arts have been divided into the following seven groups, from which students must select their work according to the conditions described below.

**Group I. Ancient and Modern Languages and Literature, including Greek, Latin, Hebrew, German, French, and Spanish.**—Requirements: Sixteen semester hours must be selected from this group by those who have offered four units or more of foreign language at entrance; twenty-four semester hours, by those who have offered two or three units of language at entrance. Those in the special chemistry and pre-engineering groups need elect but eight hours. Language taken in college to make up entrance conditions may not be counted.

**Group II. English, including Public Speaking.**—Requirements: Twelve hours must be elected in this group, six of which must be rhetoric and two public speaking.

**Group III. History, Politics, Sociology, and Economics.**—Requirements: Twelve hours must be elected in this group, at least six of which must be history. Students whose major is in some line of natural science are required to elect but nine hours, at least three of which must be history.

**Group IV. Mathematics, Engineering, and Astronomy.**—Requirements: Students majoring in any of the sciences must take six hours in mathematics.

**Group V. Science, including Physics, Chemistry, Biology, Botany, Zoology, and Mineralogy.**—Require-

ments: Fourteen hours must be elected in this group, but students who major in language, literature, or history need elect but eight.

**Group VI. Philosophy, Psychology, Education, and Religion, including Biblical Literature.**—Requirements: Twelve hours must be elected in this group, three of which must be in Biblical Literature and two in Evidences of Christianity, unless the student belongs to the Roman Catholic or the Jewish church. Students who expect to teach in the public schools of Wisconsin must elect psychology and education to the extent required by the state law.

**Group VII. Music, Art, and Physical Education.**—Requirements: All students not especially excused, must elect in this group four hours of physical education.

From the above statement of group requirements it will be seen that from sixty-three to seventy hours must be chosen from the groups. The remaining hours are elective, with the exception that the requirements for major and minor work must be kept in mind.

## FRESHMAN REQUIREMENTS

In the freshman year each student must select his studies under the following directions:

(a) All students must elect English 1, and two hours in physical training. Students who expect to do considerable work in science must also choose six hours in mathematics.



(b) Students must take at least eight hours of French, German, Greek, or Latin, but may not take more than sixteen hours.

(c) Students must select in addition from the following courses sufficient to make a total of thirty-two hours for the year:

Bible 1, 2, 3, 4, 5, 6, 7, or 8.	Latin, A.B., 3 or 4.
Biology 1 or 2.	English 4, 20, 21, 25, 26, 27, 31, 33, 36, or 37.
Chemistry 1 or 2.	Mathematics 1 or 2.
Economics 1 or 2.	Physics 1.
Engineering 1.	Politics 1, 2, or 3.
Geology 1 or 2.	Public Speaking 1, 2, 3, or 4.
Greek 1, 2, 3, or 4.	Sociology 1, 2, or 3.
History 1, 2, 3, or 4.	

## SUGGESTIVE GROUPS OF GENERAL CULTURE AND PREPROFESSIONAL COURSES

The object of a college education is twofold: namely, to assist the student in solving the theoretical problems in life and to prepare him to execute his calling efficiently as a member of society. The first object relates itself to general culture, the latter to laying the basis for technical or professional success. Lawrence has, therefore, arranged a number of groups with this twofold end of education in mind. Those under the heading "General Culture Groups," are information courses, having as their end the development of the student in wisdom and contemplative ability, while those named "Professional Groups" are designed to lay a strong basis for technical training and to prepare the student for the practical work of life. By reading the descriptive matter at the head of each group, the student will learn not only what subjects constitute the



major and minor in it, but what end it has been especially arranged to serve. These groups are not rigid requirements; they are simply suggestive, and are supposed to guide the student in his selection of courses in harmony with the particular object he may have in view. Additional information will be given by the student adviser; and it is further suggested that before choosing a major or minor, the instructors in whose departments the work comes, be also consulted as to the courses desired. Each group consists in the main of three years of continuous work in a major and a minor subject, combined with such other subjects as seem necessary to broaden the general outlook of the student, and at the same time to provide important collateral work with his principal subjects. The electives make it possible in most cases for the student, if he so desires, to pursue at least four years of continuous work in a major subject. Courses can be suggested by the student adviser that are especially calculated to lay a strong foundation for callings and professions other than those specified in the description of the groups. Those wishing to teach should select a general culture group containing the major and minor desired, and should elect courses in education desirable for teachers.

## GENERAL CULTURE GROUPS

## ANCIENT LANGUAGE

The Ancient Language Group is designed especially for those desiring the broadest training for literary professions and for those expecting to specialize in ancient languages.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Greek 8 Latin 8 English Literature 3 History 6 Public Speaking 2 Physical Education 2 Rhetoric 3	Greek 8 Latin 8 English Literature 2 Hebrew History 6 Psychology 4 Physical Education 2 Rhetoric 3	Greek 6 Latin 4 English Lit. 2 Science 8 Philosophy 4 Elective <sup>2</sup> 8	Introd. Econ. or Prin. of Soc. 6 Philosophy 4 Religion 2 Art History 2 Elective <sup>2</sup> 17

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to do graduate work in ancient languages should have taken by graduation at least two years of modern languages.

## LATIN-MODERN LANGUAGE

The Latin-Modern-Language Group is designed for those preferring literary training where more emphasis is placed on modern language.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Latin 8 Modern Languages 8 History 6 English Literature 3 Public Speaking 2 Physical Ed. 2 Rhetoric 3	Latin 8 English 3 Psychology 4 Science 8 Physical Ed. 2 Modern Language 8	Latin 8 Modern Language 4 English Literature 2 Philosophy 6 Bible 3 Elective <sup>2</sup> 9	Intro. Econ. or Prin. of Soc. 6 Religion 2 Elective <sup>2</sup> 24

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to do graduate work in Latin should elect two years of Greek.

## MODERN LANGUAGE

The Modern Language Group is designed for students desiring literary training in modern rather than in ancient languages.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
German 8 Ancient Language 8 History 6 English Literature 3 Public Speaking 2 Physical Ed. 2 Rhetoric 3	German 8 French 8 Ancient Language 8 Psychology 4 Physical Ed. 2 Rhetoric 3	Philosophy 6 German 4 French 8 Science 8 Bible 3 Philosophy 4	Intro. Econ. or Prin. of Soc. 6 English Literature 4 Religion 2 Elective 14 Rhetoric 6

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

## ENGLISH-HISTORY

The English-History Group is designed to offer a broad training in English and history or to fit for teaching or for graduate work in these lines.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
History 6 English Literature 3 Modern Language 8 Science 8 Public Speaking 2 Physical Ed. 2 Rhetoric 3	English Literature 6 History 6 Modern Language 8 Psychology 4 Bible 3 Physical Ed. 2 Rhetoric 3	English Lit. 7 History 6 Philosophy 4 Elective <sup>2</sup> 12 Rhetoric 3	Introd. Econ. or Prin. of Soc. 6 English Lit. or Rhetoric 6 Politics 4 Philosophy 4 Religion 2 Art History 3 Elective <sup>2</sup> 7

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to do graduate work in English should elect at least two years of ancient language, two of German, and one of French. Students expecting to do graduate work in history should have taken by graduation two years of German and one year of French.

## PHILOSOPHY-SOCIOLOGY

The Philosophy-Sociology Group is designed for those who desire to take their major and minor work in philosophy and sociology.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
History 6 Language 8 Science 8 English Lit. 3 Public Speaking 2 Physical Ed. 2 Rhetoric 3	Psychology 6 Politics 4 Sociology 2 Economics 4 Bible 3 Language 8 Physical Ed. 2 Rhetoric 3	Philosophy 6 Prin. of Sociol. 6 Economics 6 History 6 Science 6 Elective 2	Sociology 6 Philosophy 6 Politics 4 English Literature or Rhetoric 4 Religion 2 Elective 10

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

## MATHEMATICS-PHYSICS

The Mathematics-Physics Group is designed for those intending to teach mathematics or physics, or for those desiring to do graduate work in these studies.

Freshman	Sophomore	Junior	Senior
Mathematics 6 Modern Language 8 History 3 English Lit. 4 Bible 3 Public Speaking 2 Physical Ed. 2 Rhetoric 3	Mathematics 6 Physics 10 Modern Language 8 Psychology 4 Physical Ed. 2 Rhetoric 3	Mathematics 10 Physics 8 Chemistry 10 Elective 4	Introd. Econ. 6 Astronomy 3 Mathematics or Physics 6 Geology 4 Religion 2 Elective 11

## CHEMISTRY-SCIENCE

The Chemistry-Science Group is designed as a general culture course where chemical study is moderately emphasized, or as a course fitting for teaching chemistry and general science, or as a preliminary course for graduate work in chemistry. Those who expect to teach chemistry or to follow this course with graduate work, are advised to choose general chemistry, qualitative analysis, quantitative analysis, and organic chemistry.

Freshman	Sophomore	Junior	Senior
Chemistry 10 Mathematics 6 German 8 Public Speaking 2 Physical Ed. 2 Rhetoric 3	Chemistry 8 Mathematics 6 German 8 History 3 Physical Ed. 2 Bible 3 Rhetoric 3	Chemistry 8 Physics 10, or Biology 8 Mineralogy 5 Psychology 4 Elective <sup>1</sup> 5 or 7	Introd. Econ. 6 Geology 4 English Lit. 4 Religion 2 Elective <sup>1</sup> 16

1. Students expecting to do graduate work in chemistry or physics should elect at least five additional hours of mathematics.

## PREPROFESSIONAL GROUPS

## HISTORY-POLITICS

The History-Politics Group is designed to prepare for the subsequent study of law or for graduate work in history, politics, or economics. It is recommended also for students expecting to enter a business career.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
History 6 Language 8 Science 8 Public Speaking 2 Physical Ed. 2 English Literature 3 Rhetoric 3	History 6 Politics 8 Language 8 Bible 3 Physical Ed. 2 Rhetoric 3 Elective 2	History 6 Introd. Econ. 6 English Lit. 4 Psychology 6 Elective <sup>2</sup> 10	Prin. of Soc. 6 Philosophy 4 Religion 2 Elective <sup>2</sup> 20

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students desiring to do graduate work should have taken by graduation two years of German and one year of French.

## EDUCATION GROUP

The education group is arranged for students expecting to teach and who wish the academic and professional work equivalent to the additional work required by the state university of its graduates. The courses in education, psychology and in required subjects are so arranged that a student may distribute the electives during the last three years of his course so as to meet the requirements for a major and a minor and have twenty-one hours for general electives. The work is outlined on the basis of seventeen hours each semester.

Freshman	Sophomore	Junior	Senior
Foreign Language 8 Rhetoric 3 Public Speaking 2 Literature 2 Science 8 Bible Literature 3 History 6 Physical Education 2	Foreign Language 8 Rhetoric 3 Literature 3 Psychology 4 Education 4 Physical Education 2 Electives 10	History or Economics 6 Education 6 Electives 22	Education 3 Departmental Teacher's Course 2 Religion 2 Electives 27

## COURSE IN CHEMISTRY

It is the special aim of this course to offer facilities in training to those desiring to become chemists. The demand for chemistry, not only in teaching, but in many industries, is at present great and is rapidly increasing every year.

This course offers facilities for one to enter the field as a chemist, though it is not designed to fit one for any special line of chemical industry. With this foundation a short university course in special lines will equip one well to take up the specialty desired and to enter any field with reasonable prospect of successful advancement.

Freshman	Sophomore	Junior	Senior
Chemistry 10 German or French 8 Algebra 3 Trigonometry 3 Physical Education 2 Rhetoric 3 Elective 3	Chemistry 8 (Qual. Anal.) Mechanical Drawing 6 Analytic Geometry 6 Physics 10 Rhetoric 3	Chemistry 8 (Quant. Anal.) Chemistry (Industrial) 4 Calculus 10 Biology, or Mechanics, or Economic His- tory and Theory of Economics, or Physics 10	Chemistry 10 (Organic) Chemistry 8 (Advanced Analysis) Geology 4 Mineralogy 5 Elective 5

## SOCIAL SCIENCE

This group is designed for students who are particularly interested in social, political, or economic problems and who desire to specialize in these lines more largely than is possible in the other groups. It also furnishes a basis for the subsequent study of law and for graduate work in social science.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Politics 4 Sociology 4 History 6 Modern Language 8 Bible 3 Public Speaking 2 Physical Ed. 2 Rhetoric 3	Politics 6 Economics 4 Science 10 Modern Language 8 Physical Ed. 2 Rhetoric 3	Sociology 6 Economics 6 Science 4 History 6 English Literature 2 Psychology 4 Ethics 4	Sociology 6 Economics 6 Philosophy 4 English Lit. 2 Elective <sup>2</sup> 14

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to take graduate work in the social sciences should have completed before graduation two years of German and one of French.

## ENGLISH-PUBLIC SPEAKING

The English-Public Speaking Group is designed for students who are looking forward to professional work in public speaking, or who expect to teach either English or public speaking.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Modern Language 8 History 3 Public Speaking 3 English Lit. 5 Science 8 Physical Ed. 2 Rhetoric 3	Modern Language 8 English Lit. 5 Public Speaking 6 Psychology 5 Bible 3 Physical Ed. 2 Rhetoric 3	English Lit. 5 Public Speaking 3 History 6 Education 6 Introd. Econ. or Prin. of Soc. 3 Rhetoric 2 Sociology 3 Elective 5	English Lit. 2 Public Speaking 6 Philosophy 4 Religion 2 Rhetoric 3 Elective 15

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.



## RELIGION-PHILOSOPHY

The Religion-Philosophy Group is designed for those who expect to study theology, or for those who desire to emphasize philosophy and religion while giving a proportionate time to language.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Ancient Language 8 Bible 6 History 3 Science 8 Public Speaking 2 Physical Ed. 2 Rhetoric 3	Religion 8 Ancient Language 8 Psychology 5 Science 6 Physical Ed. 2 Rhetoric 3	Religion 6 Philosophy 4 Ancient Language 8 English Lit. 6 Elective 8	Philosophy 6 Intro. Econ. 6 History 6 Elective 14

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

## BIOLOGY-CHEMISTRY

This group is planned for the benefit of students who wish to specialize somewhat during their college course in preparation for the study of medicine. Any who are looking forward to special courses in agriculture, domestic science, or any lines of applied biology or chemistry, may well plan their courses on the basis of a suitable modification of this group, made in conference with the heads of those departments.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Biology 8 Modern Language 8 Mathematics 6 Economics 6 Physical Education 2 Rhetoric 3	Biology 8 or 12 (Course 5, or 3 and 4) Chemistry 10 Modern Language 8 History 3 Physical Education 2 Rhetoric 3	Biology 12 or 8 (Courses 3 and 4 or 5) Chemistry 8 Psychology 4 Bible 3 Elective 5-9	Physics 10 Sociology 6 English Literature 4 Religion 2 Elective 10

1. Persons expecting to do graduate work in biology should not fail to include in their undergraduate course a sufficient amount of work in German and French to give them a good reading knowledge of those languages.

## PRE-ENGINEERING COURSE

Arrangement has been made with the University of Wisconsin whereby a graduate of Lawrence who completes the pre-engineering course may obtain the degree of S.B. in any of the lines of engineering in two additional years, or he may obtain in two years and two summers the professional degrees, C.E., E.E., etc., provided that in the case of civil engineers the sophomore surveying, and in the case of other engineers, a certain amount of shop work must be made up before graduation. This can usually be done in a summer session, and it is recommended that the summer following graduation at Lawrence be spent at the university in removing all conditions and in becoming adjusted to the technical course.

Freshman	Sophomore	Junior	Senior
German or French 8 Chemistry 10 Algebra 3 Trigonometry 3 Higher Algebra 2 Physical Education 2 Rhetoric 3	Analytic Geom. 6 Mechanical Drawing 6 Physics 10 Physical Education 2 Rhetoric 3 Elective (See list below)	Calculus 10 Descriptive Geometry (or Mechanics) 4 Physical Education 1 Elective (see list below)	Mechanics (or Descriptive Geom.) 6 Elective (See list below)

The electives must be chosen from the list below, subject to the following restrictions:

1. Surveying (6 hours) is required of all but chemical engineers.
2. Astronomy (6 hours) is required of civil engineers.
3. At least four hours of economics are required of all.
4. Not more than the specified number of hours may be elected in any one subject.
5. Not more than seventeen hours may be taken in any semester, except as extra hours may be allowed under the rules permitting extra work.

Chemistry Physics Mathematics English 4	Surveying 6 Astronomy 6 Geology 8 Mineralogy 5	Biology 10 Economics 10 History 6 Literature 6	Psychology 6 Education 6 Hebrew History 3 Christian Evidences 2
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## NORMAL SCHOOLS

Graduates from the present German and Latin courses of the state normal schools of Wisconsin are granted sixty-four unit hours of college credit toward the degree of bachelor of arts, provided that in the selection of studies in the normal school courses of college grade have been selected, preferably from science and mathematics, and provided further that students taking elementary foreign languages in the normal school must comply with the same language requirements as students entering the college with no foreign language.

Graduates from the present English course at the state normal schools of Wisconsin are granted sixty-four unit hours credit toward the bachelor of philosophy degree. In the selection of courses for graduation from Lawrence College at least sixteen unit hours of foreign language must be chosen.

## DESCRIPTION OF COURSES

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### I. ART HISTORY AND SOCIAL ESTHETICS.

PROFESSOR FAIRFIELD

1. **Studies in Appreciation.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

The purpose of this course is to introduce the student to the great masterpieces of art and to cultivate in him an appreciation of beauty wherever it may be found.

2. **Greek Art.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

The chief interest of the course centers in the major arts of architecture and sculpture. Special attention is given to the great age of Pericles in Athens.

3. **Roman and Medieval Art.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

Roman culture, particularly its architecture and sculpture; the beginnings of Christian art; the great church mosaics; the crafts; the development of architecture, culminating in the Gothic; the Moorish art in Spain and in the Orient.

4. **The Italian Renaissance.**—First Semester. M. W. F., 2:30. Credit, 3 hours.

The causes of the rise of the free cities and free thought in Italy; the art life of Pisa, Florence, and Rome; the various forms of art; the great masters, Giotto, Donatello, Leonardo, Raphael, and Michelangelo; and the great evolution that made them possible.

5. **Venetian and Spanish Painting.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: Art History 4.

A limited field and a special art make possible detailed study. Recommended for juniors and seniors only.

**6. The Northern Renaissance.**—Second Semester. M. W. F., 9:30. Credit, 3 hours.

The content of this course is Flemish, Dutch, and German art from the revival of learning to the present. Naturally, painting is most prominent with the names of Durer and Holbein, Rubens and Van Dyck, Ruisdael, Hals, and Rembrandt.

**7. French Art.**—Second Semester. M. W. F., 2:30. Credit, 3 hours.

A study of all the important forms of art in France from the beginning through the Gothic and the Classical to the Impressionists. Emphasis is placed on the nineteenth century, both for its influence on the art of other nations and for the great names of Delacroix, Corot, Rousseau, Millet, Courbet, Puvis de Chavannes, Barye, Rude, Dalou, and Rodin.

**8. English and American Art.**—Second Semester. Tu. Th., 2:30. Credit, 2 hours.

The study of English art is taken up first, and is largely devoted to painting, from Hogarth to the present. The emphasis of the course is laid upon the art of our own country,—the evolution of its architecture, public and domestic; our chief sculptors, with detailed study, of St. Gaudens; painters, with special reference to the more recent.

**9. Introduction to Architecture.**—First Semester. M. W. F., 10:30. Credit, 3 hours.

The great periods of architecture and the monumental buildings of each, form the chief topics of the course. The study is developed, not so much from the technical point of view as from that of evolution and appreciation.

**10. The House.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours.

In this course the general principles of esthetics are applied to the problem of the American home. The main topics treated are house plans and planning, fittings and sanitation,

the principles of decoration, and their application to floors, walls, and furniture.

11. **Municipal Art.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

The city plan is considered from the point of view of the city dweller under the heads of architecture, communication, industry, recreation, and communal control. The discussion involves phases of art varying from mere utility to the highest beauty. After the general study of principles and their application in various cities, each student makes a special study of one or more cities and organizes his information into a class report.

## II. BIBLICAL LITERATURE

PROFESSOR NAYLOR

The minimum of three hours credit required in this department of all protestant students should be taken before the beginning of the junior year. Courses 1 and 2 bear history credit, if the requirements in the Biblical Literature department is covered by some other course in the Bible. The method of the study in all of the courses is historical rather than critical. A liberal education demands some serious study of the history and literature, law and social science, philosophy and religion of the people whose gifts to the world have been of the greatest dynamic.

1. **Hebrew History.**—First Semester. M. W. F., 10:30 or 11:30. Credit, 3 hours.

The Study of Hebrew and Jewish History, is fundamental in the interpretation of the history, literature, law, social, science, philosophy, and religion of both Old and New Testament times. The problems of authorship, inspiration, revela-



tion, and interpretation, more naturally arise and are more readily settled in the study of Hebrew and Jewish History than in any other Bible study. Texts: *The American Standard Revised Bible* and Kent's *History of the Hebrew People*.

**2. Jewish History.**—Second Semester. M. W. F., 10:30 or 11:30. Credit, 3 hours.

This course covers the history of the Jews from the fall of the Northern Kingdom to the time of Christ, including the Maccabean struggle for liberty. The study is based upon the literature of the great prophets from Isaiah onward and the libraries and monuments of Assyria and Egypt. Texts: *The American Standard Revised Bible* and Kent and Riggs's *History of the Jewish People*.

**3. The Life and Times of Christ.**—First Semester. Tu. Th., 10:30. Credit, 2 hours, or with collateral, 3 hours.

A survey of the life and teachings of Christ in their historical relations. Texts: Burton and Matthews's *Life of Christ* and Stevens and Burton's *Harmony of the Gospels*.

**4. The Apostolic Age.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours, or with collateral, 3 hours.

A study in chronological and logical order of New Testament literature from Acts to Revelation, tracing the origin and expansion of early Christianity in relation to its Jewish and Roman environment. Texts: *The American Standard Revised Bible* and Gilbert's *Apostolic Age*.

**5. The Literary Study of the Bible.**—(a) First Semester. Tu. Th., 11:30. Credit, 2 hours, or, with collateral, 3 hours.

A survey of the literary elements in the Bible—as, lyric and epic, story, idyl, and drama,—with especial emphasis upon



the wisdom literature of the books of Proverbs, Ecclesiasticus, Ecclesiastes, the Wisdom of Solomon, and Job. Texts: Moulton's *Literary Study of the Bible* and *Modern Reader's Bible*.

**6. The Literary Study of the Bible.**—(b) Second Semester. Tu. Th., 11:30. Credit, 2 hours, or, with collateral, 3 hours.

A study of the origin and development of the prophetic literature of the Old Testament and its counterpart in gospel, epistle and apocalypse of the new. The course involves a literary survey of the work and teachings of the prophets and apostles in their roles as seers, statesmen, social reformers, and religious leaders. Text: Moulton's *Modern Reader's Bible*.

**7. The Social Teachings of the Bible.**—First Semester. Tu. Th., 10:30. Credit, 2 hours, or, with collateral, 3 hours. Not given in 1915-1916.

The course includes a study of the evolution of the Hebrew social system from nomadic habits and customs to the inauguration of Jesus's Social ideal, "The Kingdom of Heaven," and involves also a comparison of Jesus' ideal with the various modern schemes for social amelioration; such as, communion, socialism, anarchism, trade unionism, cooperative commonwealth, etc. Texts: Wallis' *Sociological Study of the Bible* and Matthew's *Social Teachings of Jesus*.

**8. The Social Effects of Bible Teachings.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours, or, with collateral, 3 hours. Not given in 1915-1916.

A study of the rise of the Christian Church; the influence of Christianity upon the peoples of decadent Rome; the relation of Christianity to the social evolutions culminating in the nationalization of Europe, and to the world-wide social transformation of the nineteenth century.

### III. BIOLOGY

PROFESSOR MULLENIX

MR. GOCHNAUER

Courses 1 and 2 are required of all whose major work is in this department, with the exception that those who contemplate entering medical college may take course 5 instead of 2. It is strongly advised that collateral work in the department of Chemistry be done, sufficient in amount to make possible some appreciation of the chemical changes involved in the vital processes of plants and animals.

1. **General Biology.**—Throughout the year. Tu. Th., 11:30; Laboratory M. W., 1:30-4:00, or F., 1:30-4:00. S., 9:00-12:00. Credit, 8 hours.

An introduction to the fundamental facts and principles of biological science, based chiefly on a comparative study of the structure and physiology of various types of animals; comparison of plants and animals, and a consideration of their interrelations; the properties and powers of matter in the living state; the theory of descent; the bearing of biological principles upon social problems.

2. **General Botany.**—Throughout the year. F., 2:30. Laboratory Tu. Th., 1:30-4:00. Credit, 6 hours.

A study of the environmental relations, the gross and minute structure, and the physiology of type forms of plants representative of the larger groups in the plant kingdom.

3. **Vertebrate Zoology.**—First semester. Tu. Th., 10:30; Laboratory M. W. F., 9:30-12:00. Credit, 5 hours. Prerequisite, Biology 1.

A comparative study in the laboratory of the anatomy of a representative of each of the classes of vertebrates, supple-

mented by class-room, text-book, and museum work designed to give as broad an understanding of the structure, relationships, and classification of vertebrates as is possible in the time that is given to the course.

4. **Human Physiology.**—Second Semester. M. W. F., 10:30. Laboratory, Tu. Th., 9:30-12:00. Credit, 5 hours.

The principles of animal physiology as illustrated in the human body. Only under exceptional circumstances will students be admitted to this course who have not taken Biology 1. It is also highly desirable that this course be preceded by Chemistry 1 or its equivalent.

5. **Animal Histology.**—Throughout the year. M. W., 9:30; Laboratory, F. S., 9:30-12:00. A laboratory period may be substituted for a recitation period at the discretion of the instructor. Credit, 8 hours. Prerequisite, Biology 1. Alternate years. Not given in 1915-1916.

The preparation and study of microscope slides. The minute structure and the physiology of epithelial, muscular, and nervous tissues.

6. **Embryology.**—First Semester. M. W., 9:30; Laboratory, F. S., 9:30-12:00. A laboratory period may be substituted for a recitation period at the discretion of the instructor. Credit, 4 hours. Prerequisites, Biology 1 and 5. Alternate years. Not given in 1915-1916.

The fundamentals of vertebrate development, including some consideration of the structure of cells; the methods of cell division; germ cells and fertilization; cleavage and differentiation; early stages in the development of the chick.

7. **Microbiology.**—Throughout the year. M., 1:30; Laboratory, W. F., 1:30-4:00. Credit, 6 hours. Prerequisite, Biology 1 or 2.

A preliminary study of certain algae, fungi, and protozoa, followed by work in bacteriology, to which the course is mostly devoted. The technique of sterilization, pure cultures, staining and counting bacteria; bacteriological examination of milk and other foods, water, and air; public and private water supplies; sewage and garbage and their disposal; role of bacteria in industrial processes; epidemics,—their causes, control, and prevention; susceptibility and infection; toxins and antitoxins; immunity.

8. **The Teaching of Biology.**—Second Semester, hours to be arranged. Credit, 2 hours. Prerequisites, Biology, 1, 2, and 4.

The place and value of Biology in the high-school curriculum; present tendencies in biological instruction; the construction of courses and the making of lesson plans; the comparative examination of high-school text-books; organization and management of laboratory work; collection, preservation, and preparation of materials; some of the simpler methods of histological technique.

Students who wish to register for this course should confer with the head of the department in advance.

## BOTANY

(See Department of Biology, page 129.)

## IV. CHEMISTRY

PROFESSOR YOUTZ AND MISS SOUTHER

Students choosing chemistry as a major should select courses 1 and 2, and either 3 or 5, or both. It is also preferable for them to elect mathematics through calculus, and considerable work in one or more collateral

sciences. Those expecting to follow chemistry professionally should select mathematics and collateral sciences as above indicated, with courses 1, 2, 3, 5, and, if possible, 4 and 7 in chemistry. The languages best suited for those specializing in chemistry are three years of German and one or two of French, including the language offered from the high-school.

**1. General Inorganic Chemistry.**—Throughout the year. Tu. Th., 9:30 and M., 2:30. Credit, 10 hours. Prerequisite: Elementary Physics.

By a rather detailed study of oxygen, hydrogen, water, chlorine, and hydrogen chloride, the fundamental characteristics of chemical change, the gas laws, equivalents, formulae, and atomic weights are developed. Following this is a systematic study of the history, occurrence, preparation, properties, and compounds of most of the common elements, during which the ionic hypothesis receives attention. In the latter part of the course elementary testing of metallic and non-metallic ions is considered. Three lectures or recitations, and five hours laboratory work per week.

**2. Qualitative Analysis.**—Throughout the year. M. W. F., 11:30. Credit, 8 hours.

A systematic study of the acidic and basic ions, beginning with the simpler compounds and finally analyzing complex mixtures, ores, alloys, and other commercial products. One or two lectures or recitations, and five to eight hours laboratory work per week.

**3. Quantitative Analysis.**—Throughout the year. Tu., 11:30. Credit, 8 hours. Prerequisites: Chemistry 1 and 2.

Preparation of pure sodium chloride and potassium magnesium sulphate. Determination of the sensibility of the balance, water by ignition and by absorption, chloride, sulphate, magnesium, alumina in potash alum, and iron in iron

wire. Analysis of coal and heat value. Volumetric methods applied to the analysis of caustic soda, ammonium chloride, iron ore, bleaching powder, and sulphite liquors. Electrolytic and volumetric analysis of copper ore, and analysis of limestone and feldspar. Quantitative calculations are studied throughout.

**4. Advanced Quantitative Analysis.**—Throughout the year. Credit, 8 hours. Prerequisite: Chemistry 3.

This course may be varied to suit the requirements of the student. The most common combinations are: (1) sanitary water analysis, gas, fertilizer, and food analysis; (2) analysis of water, gas, paints, lubricating oils, soaps, minerals, and other industrial products.

**5. Organic Chemistry.**—Throughout the year. M. W., 10:30. Credit, 10 hours. Prerequisites: Chemistry 1 and 2.

The two lectures or recitations are accompanied by eight hours of laboratory work per week. The course comprises a systematic study of the different classes of carbon compounds with numerous syntheses in the laboratory. Special emphasis is laid on the testing of the properties of the compounds prepared, and the study of the class reactions.

**6. Industrial Chemistry.**—First Semester. M. T. W. F., 8:00. Credit, 4 hours. Prerequisites: Chemistry 1, 2, and 5.

A study of the chemistry of manufacturing industries as carried out on a large scale. Local manufacturing plants are visited and reports made upon them as far as possible. Thorp's *Industrial Chemistry* is used, accompanied by additional notes, lectures, and references.

**7. Chemistry of Daily Life.**—Second Semester. M. W. F., 8:00. Credit, 3 hours.

Lectures and class demonstrations. Designed for those students who do not elect Chemistry 1, but who desire to



gain some systematic information on chemical processes of a simple nature involved in every day life. In the course are included elementary chemical principles, the chemistry of sanitation, combustion and fuels, agriculture and agricultural products, foods and cooking, beverages, textiles, soaps, paints, paper making, glass and ceramics, photography, and medicines.

## V. ECONOMICS AND POLITICS

PROFESSORS ATKINSON AND CRAFER

### ECONOMICS

1. **Principles of Economics.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours.

The study takes up in some detail the laws of the production, distribution, and consumption of wealth and their application to the current problems of capital and labor, the tariff, money and banking, monopolies, taxation, etc. Text: Taussig's *Principles of Economics*.

2. **Economic History.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours.

A critical study of the social and industrial history of England, followed by an investigation of the economic growth of our own nation through the successive periods of colonial development, struggle for independence, westward expansion, and industrial organization. Lectures and assigned readings, with special use of Briggs's *Economic History of the United Kingdom*, Cheyney's *Introduction to the Industrial and Social History of England*, and Bogart's *Economic History of the United States*.

3. **The Corporation.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Economics 1.

The first semester the subject of corporation finance will be studied, covering the method of legal organization and promotion of companies, sale of securities, raising and disbursement of funds, etc. Text: Lough's *Corporation Finance*. The



second semester will cover a systematic study of the "trust problem," with a brief introduction on the growth of the corporate form of business and large scale industry in the United States. Text: Van Hise's *Concentration and Control*. Given by Professor Crafer.

**4. History of Economic Theory.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Economics 1.

A course covering the essential points in the writings of the master minds in the history of economic theory,—Adam Smith, Mill, Ricardo, Malthus, Jevons, and others.

**5. Money and Banking.**—First Semester. T. Th., 9:30. Credit, 2 hours. Prerequisite: Economics 1.

In this course will be discussed the nature and functions of money and credit, methods of their production and regulation, the forms and practical methods of banking in the United States and in foreign countries, and the recent movement for banking and currency reform. Given by Professor Crafer.

**6. Public Finance.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: Economics 1 or 2, or Politics 1.

This course covers such topics as the historical development of taxation, the various forms of public revenue, the general property tax, income and inheritance taxes, the "single tax," and the history and methods of the recent tax reforms in America and abroad, particularly in England. Text: Seligman's *Essays on Taxation*, with references to Bullock's *Select Readings* and to current literature on the subject. Given by Professor Crafer.

**7. Business Management.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

A general survey of the field of modern business, including the organization of agricultural, manufacturing, and mercan-

tile industries, stock and produce, exchanges, salesmanship, advertising credits, and collections, concluding with a special study of factory organization and administration, and a series of lectures on the principles of business efficiency. Texts: Sparling's *Business Administration*, Duncan's *Principles of Industrial Management* and Cleveland's *Funds and their Use*. Given by Professor Crafer.

8. **Transportation.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

This course will embrace a study of the elementary practical aspects of modern transportation,—by steam railway, electric railway, and ocean and inland waterways. Texts: Johnson's *Elements of Transportation*, Morris's *Railroad Administration* and Haines' *Problems in Railway Regulation*. Given by Professor Crafer.

9. **Business Law.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

This course embraces the elementary principles of law relating to contracts, sales, negotiable instruments, common carriers, agency, partnerships, corporations, bankruptcy and insolvency. Emphasis is laid upon the legal problems of everyday business. Text-books, lectures, discussions of cases. Given by Professor Crafer.

## POLITICS

1. **American Politics.**—First Semester. Tu. W. Th. F., 10:30. Credit, 4 hours.

A study of the forms, principles, and practical workings of the American local, state, and national governments, with discussions of present political standards, party platforms, and political tendencies of the time. Special attention is given to current literature on the subject. Text: Beard's *American Government and Politics*.

2. **Comparative Politics.**—Second Semester. T. W. Th. F., 10:30. Credit, 4 hours.

A comparative study of the forms of government and contemporary political problems of the leading modern nations, including especially England, Germany, France, and Switzerland. Text: Ogg's *Governments of Europe*, supplemented with assigned readings in leading texts on government.

3. **Municipal Government.**—First Semester. Hours to be arranged. Credit, 3 hours.

A study of the organization and administration of city government, especially in the United States. Special attention will be given to current movements in municipal politics. Text: Beard's *American City Government*, supplemented with readings from the best texts on European city governments.

4. **International Law.**—Second Semester. Tu. Th., 9:30; F., 11:30. Credit, 3 hours. Prerequisite: Politics 1.

A systematic discussion of the subjects, sources, and divisions of international law and of the general system of the rules of peace, war, and neutrality now operating among civilized nations. Readings and reports. Text: Hershey's *Essentials of International Law*.

5. **Parliamentary Procedure.**—First Semester. Th., 7:00 p. m. Credit, 1 hour.

A study of the rules of procedure of parliamentary bodies, with special reference to the practical workings of the Congress of the United States. Lectures will be given on the origin and development of the Committee on Rules of the House of Representatives. The course will include thorough parliamentary drills designed to prepare students to preside at conventions and public meetings.

6. **Current Politics.**—Second Semester. Th., 7:00 P. M. Credit, 1 hour.

A critical study of the big events of current politics, with special reference to the present European complications and the coming national political contest in the United States. Reports and discussions.

## VI. EDUCATION

PROFESSOR ROGERS

The courses in this department may be divided into two groups, the one dealing with the fundamental principles of education and the other with the practical problems of school work. The former includes such courses as 1, 2, 4, and 8; the latter, such courses as 3, 6, and 9. Students taking work in this department should divide their courses about equally between the two groups.

Students preparing to teach should read the requirements for a teacher's certificate on page 84 and refer to the education group on page 118 in arranging their work. Freshmen are not admitted to classes in this department except by special permission of the professor in charge.

1. **History of Education.**—First Semester. Tu. Th., 8:00. Credit, 2 hours.

A study of the development of educational principles and institutions as found among primitive, ancient, and medieval people, with special reference to their bearing upon present-day educational problems.

2. **History of Modern Education.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Education 1.

A study of the development of educational standards and institutions in Europe and America since the Renaissance. The theories of the leading educators of the different periods will be interpreted and compared, and their influence upon present educational theory indicated.

**3. Secondary Education.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

This course deals with the relation that the high school bears to the colleges and universities on the one hand, and to the elementary schools on the other; the organization, administration, curriculum, present tendencies, and problems are also considered.

**4. Educational Psychology.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Psychology 1.

A course treating of mental development and the psychological basis of educational theory, with special consideration of the more important topics of educational psychology; such as, original and acquired traits, individual differences, etc., in connection with recent literature on the same.

**5. Comparative Education.**—First Semester. M. W. F., 10:30. Credit, 3 hours.

A study of the evolution of the educational systems of England, France, and Germany, with special reference to their influence on the development of secondary schools of the United States.

**6. School Administration and Supervision.**—Second Semester. M. W. F., 10:30. Credit, 3 hours.

A course organized to meet the needs of principals and superintendents. Problems of organization and administration and principles and methods of constructive supervision are considered.

**7a. Principles of Moral Education.**—First Semester. Tu. Th., 10:30. Credit, 2 hours. Not given in 1915-1916.

A study of psychological and social factors which function in the development of social ideals during childhood and adolescence. The principles, materials, and methods of moral education will be considered.

**7b. Philosophy of Education.**—First Semester. Tu. Th., 10:30. Credit, 2 hours.

A study of the educative process as a whole. The biological, psychological, and social factors in the educational situation will be considered both for their educational value in giving an insight into school as a social institution and for their practical value in giving a basis for the formation of fundamental principles. This course alternates with Education 7a.

**8. Social Education.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

A study of the relation of the school to social conditions, as reflected by aims, organizations, curricula, methods, etc. The social nature of the child, and how manifested at different periods of development, will be considered.

**9. Principles of Teaching.**—First and Second Semesters. M. W. F., 1:30. Credit, 3 hours. Prerequisite: Education 2, or 8 and 3.

The fundamental theories of education considered in their relation to the curriculum; also a consideration of the practical problems of the curriculum and methods of teaching. Number in class limited to make effective observation work possible.

**10. Educational Seminar.**—Throughout the year. Hours to be arranged. Credit, 2, 3, or 4 hours.

This course furnishes an opportunity to students who wish to investigate special problems in education. The as-



signed readings and reports will provide material for theses for students majoring in education. Students admitted to this course by special permission of the professor in charge.

**11. Child Study.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

A course on the physical, intellectual, moral, and religious development of children. It is designed to present the facts concerning the nature and development of the mind during childhood and early youth, with special reference to the meaning of these facts to parents and teachers. Special emphasis will be given to problems connected with the religious development of the child and Sunday-school work. Not credited toward minimum requirements for a teacher's certificate.

**12. Principles and Methods of Religious Education.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours.

After a brief survey of the fundamental principles of religious education, the historic development, principles of organization and administration, curriculum and methods of teaching in the Sunday-school, will be considered. Not credited toward the minimum requirement for a state teacher's certificate.

### **Religious Education.—**

In order to meet the increasing demand for leaders in religious education and social work, courses 11 and 12 above are offered. The first deals with the nature of the child, while the second deals with the work of the Sunday-school.

The awakened interest in the religious training of the child has caused the churches of all denominations to look to the colleges for young men and young women who are capable of leadership in Sunday-school work, and especially in the training of teachers. College students should be prepared to meet this demand for service. The following group of courses is suggested as a foundation for this work: (a) Biblical Literature 1, 2, 6, and 7; (b) Religion 2; (c) Education, courses 9, 11, and 12.



Students presenting to the International Sunday School Board a certified statement of the completion of four hours, in (a) two hours in (b), and four hours in (c) will receive the diploma which the Board grants to Sunday-school teachers who have completed its regular advanced teachers' training course.

## VII. ENGLISH

PROFESSOR SPENCER, PROFESSOR DUDLEY,  
ASSISTANT PROFESSOR BARBER, AND  
MISS .....

English 1 and 2 are required of all students for graduation, but may not be counted toward a major or a minor in the department. English 11 is required of all students taking a major or a minor in English. English 10 is required for a major or a minor of all students who do not elect the four period courses, English 42, 43, 44, and 45. Public Speaking 2, 3, and 4 may be offered toward a major or a minor in English provided the number of such hours does not exceed ten for a major or six for a minor.

## REQUIRED COURSES

1. **Rhetoric and English Composition.**—First Semester, and Second Semester if necessary. Eight Sections: Professor Spencer, M. W. F., 10:30; Professor Dudley, M. W. F., 9:30, 1:30; Assistant Professor Barber, 8:00, 9:30; Miss ....., M. W. F., 9:30, 11:30, 2:30. Required of all freshmen.

A practical course in theme writing, designed to teach clearness, correctness, and effectiveness of expression. Emphasis is placed upon writing of the most practical sort. Regular appointments for individual criticism are made with delinquent students. Fortnightly, weekly, and daily themes are written, according to the needs of the individual student.

**2. Advanced Composition.**—Second Semester. Four Sections: Assistant Professor Barber, M. W. F., 8:00, 9:30; Miss ....., M. W. F., 10:30, 11:30. Required of all sophomores. Prerequisite: English 1.

This course purposes to give training in structural technique and in all four forms of composition, with major emphasis on exposition and argumentation. Daily, weekly, and fortnightly themes are written, according to the needs of the individual student.<sup>1</sup>

## ELEMENTARY COURSES

*Designed primarily for freshmen and sophomores. Juniors and seniors electing these courses will have the credit of each course reduced one third.*

**10. Introduction to English Literature.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Professor Spencer.

A historical and appreciative study of English literature from Beowulf to the present time. Emphasis is laid on the development of new forms, on the relation of the literature of each period to that preceding and that following, and on the connection between literature and national history and life.

**11. Introduction to American Literature.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Professor Dudley.

Preliminary lectures on the literature of the Colonial and Revolutionary periods. The emphasis of the course is laid on the poets, essayists, and novelists of the nineteenth century.

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<sup>1</sup>. On the completion of this course, only a provisional passing grade is given. If at any time later in his college course a student is reported careless or deficient in his English composition, he may be required to take additional work in the subject.

12. **Introduction to Shakspeare.**—First Semester. M. W. F., 9:30. Credit, 3 hours. Professor Spencer. Not given in 1915-1916.

A careful study of three or four plays.

13. **The Principles of Literature.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Professor Dudley.

A study of the forms of literature. Examples of the drama, the epic, the lyric, the ballad, the romance, the novel, and the short story will be studied and an attempt made to determine the fundamental characteristics of each type. Alternate years.<sup>1</sup>

15. **Milton.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Professor Dudley.

A study of *Paradise Lost*. Alternate years.

17. **English Versification.**—Second Semester. Th., 10:30. Credit, 1 hour. Professor Dudley. Not given in 1915-1916.

The structure of English verse; a historical account of English versification; metrical and rhythmical theories.

## INTERMEDIATE COURSES

*Freshmen who have not had four years of high-school English may not elect courses in this group.*

20. **Commercial Correspondence.**—First Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: English 1. Professor Spencer.

A study of the routine correspondence of the practical business man. Designed especially for students electing work in the preprofessional groups of studies. Number in class limited to twenty.

<sup>1</sup>. Students who have had a high-school course in the history of English literature may substitute this course for English 10 in fulfilling their requirements for a major or minor.

21. **Expository Writing.**—First Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: English 1. Professor Spencer. Not given in 1915-1916.

A study of the nature, processes, functions, and special applications of exposition. Daily and fortnightly themes.

22. **Argumentation.**—Throughout the year. Tu. Th., 2:30. Credit, 6 hours. Professor Orr.

See Public Speaking 4.

23. **Oration Writing.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English 1. Professor Orr.

See Public Speaking 2.

25. **News Writing.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: English 1. Professor Spencer.

What is news; getting the news; structure of the news story; types of stories; the localization and making of news.

27. **The Short Story.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: English 1. Professor Spencer.

A study of the technique of the short story.

28. **Short Story Writing.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: English 27. Professor Spencer.

The theory and practice of short story writing.

30. **Old English.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours. Professor Dudley. Not given in 1915-1916.

The work of the first semester is devoted largely to Old English grammar and easy readings. In the second semester

*Beowulf* is read and the history of the English language studied. Throughout the course emphasis is laid on the life and customs of the early English as reflected in Old English literature.

35. **Chaucer.**—First Semester. M. W. F., 8:00. Credit, 3 hours. Professor Dudley.

An introductory course for students who have had no training in Old or Middle English. A reading of the Prologue to the *Canterbury Tales*, several of the *Tales*, and one other of Chaucer's more important poems is undertaken. Alternate years.

42. **English Literature, 1557-1688.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Professor Dudley. Not given in 1915-1916.

A study of the Elizabethan and Puritan periods of English literature, with special attention to Spenser and Milton. The drama is omitted because of its inclusion in English 68 and 70. Alternate years.

43. **English Literature, 1688-1789.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Professor Dudley. Not given in 1915-1916.

The Period of Classicism. Mainly a study of Dryden, Swift, Pope, and Johnson. Alternate years.

44. **English Literature, 1789-1837.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Professor Dudley.

The Romantic Movement. After a preliminary discussion of the earliest phases of the Romantic Movement, the work proceeds with a careful study of the poetical works of Burns, Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats. Of the prose writers, De Quincey and Lamb receive special attention.

45. **English Literature, 1837-1909.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Professor Dudley.

The Victorian Age. Since the works of Tennyson and Browning are studied in English 64 and 66, the emphasis of this course is laid on the minor poets, Mrs. Browning, Rossetti, Morris, and Swinburne; the novelists, Dickens, Thackeray, George Eliot, Meredith, and Hardy; and the essayists, Carlyle, Macaulay, Ruskin, and Arnold. Alternate years.

46. **Nineteenth Century Prose.**—Throughout the year. M. W. F., 1:30. Credit, 6 hours. Miss.....

A careful study of De Quincey, Lamb, Carlyle, Ruskin, and Arnold.

48. **The Technique of the English Novel.**—First Semester. M. W. F., 8:00. Credit, 3 hours. Miss.....

A study of the structure of the English novel. Alternate years.

49. **The History of the English Novel.**—First Semester. M. W. F., 8:00. Credit, 3 hours. Miss.....  
Not given in 1915-1916.

A historical and appreciative study of English fiction from Richardson to Kipling. Students entering the class will be expected to have read the following novels: Defoe's *Robinson Crusoe*; Goldsmith's *Vicar of Wakefield*; Austin's *Pride and Prejudice*; Scott's *Ivanhoe*, *Kenilworth*, and *Talisman*; Dickens's *David Copperfield*, *Tale of Two Cities*, and *Oliver Twist*; Thackeray's *Vanity Fair* and *Henry Esmond*; and George Eliot's *Adam Bede*, *Silas Marner*, and *Romola*. Alternate years.

50. **The Technique of the Drama.**—Second Semester. M. W. F., 2:30. Credit, 3 hours. Miss.....

A study of the technique of the classical, the romantic, and the nineteenth-century drama. Alternate years.



51. **The Modern Drama.**—Second Semester. M. W. F., 2:30. Credit, 3 hours. Miss . . . . . Not given in 1915-1916.

A study of the most important nineteenth-century dramatists, Barrie, Pinero, Jones, and Shaw. Alternate years.

53. **The Ballad.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Professor Dudley. Not given in 1915-1916.

A study of the popular ballad of the fifteenth and sixteenth centuries; theories of ballad origin; modern balladry.

## ADVANCED COURSES

*Elective for juniors and seniors.*

60. **The Teaching of English.**—First and Second Semesters. M. W. F., 10:30. Credit, 6 hours. Assistant Professor Barber.

A careful review of grammar; a brief study of textbooks; practice in the correction of themes; the aims, methods, and organization of the English work in the high-school. Prospective teachers of English must have completed or have registered for one semester of this course before recommendation to teach will be given by the department.

62. **Wordsworth.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Professor Dudley. Not given in 1915-1916.

A study of Wordsworth's spiritual and mental growth as a poet of nature and of man, under the influence of his physical and social environment. Alternate years.

64. **Tennyson.**—Second Semester. M. W. F., 8:00. Credit, 3 hours. Professor Spencer.

All of Tennyson's works are read in chronological order, emphasis being placed upon *In Memoriam* and the *Idylls of the King*. Collateral readings are taken from the dramas. Es-

pecial attention is given to Tennyson's place in the development of English poetry, to the characteristic qualities of his verse, and to his close relation to the general currents of thought of his time.

66. **Browning.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Professor Dudley.

A study of his principal poems and of his age.

68. **Shakspere.**—Throughout the year. M. W. F., 9:30. Credit, 3 hours. Professor Spencer.

Shakspere's plays are read in an approximately chronological order. Shakspere's development as an artist, his relation to contemporary playwrights, and his place in the history of the English drama receive especial attention. Alternate years.

70. **The Elizabethan Drama.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Professor Spencer. Not given in 1915-1916.

The work begins with a study of the early conditions that shaped and made possible the Elizabethan drama. The plays selected for study are chosen not only for their literary and dramatic value, but also for their importance in the history of the English drama. Alternate years.

72. **Literary Criticism.**—Second Semester. M. W. F., 8:00. Credit, 3 hours. Professor Dudley.

A historical study of English criticism. Discussion of theories of style.

## VIII. GEOLOGY AND MINERALOGY

### PROFESSOR BAGG

Mineralogy is required of all students who make Geology a major. Students of chemistry and engineering should elect courses 5 and 6. Courses 8 and 9 are planned for students who expect to teach science.

The minimum science requirements are met by taking courses 1 and 2 or by courses 8 and 9, each of which two constitute one group.

1. **General Geology.**—First Semester. M. W. F., 11:30. Credit, 4 hours.

A study of the agents and processes involved in the earth's development. One laboratory period required when field trips are not taken. Text: Scott's *Introduction to Geology* (Revised Ed.)

2. **Historical Geology.**—Second Semester. M. W. F., 11:30. Credit, 4 hours.

A continuation of course 1, discussing the subdivisions of geologic history and the laws governing deposition of rock strata, together with a critical review of the life developed during each epoch. Laboratory and field work deal especially with type fossils found in Wisconsin. Texts: Scott's *Introduction* and Chamberlin and Salisbury's *Geology*, vols. ii and iii.

3. **Structural Geology.**—Second Semester. M. W. F., 9:30. Credit, 3 hours.

An advanced course treating of the structural relations of rock masses, the origin of veins and ore bodies, and metamorphic processes affecting rock magmas. Texts: Geikie's *Structural and Field Geology* and Willis's *Mechanics of Appalachian Structure*.

4. **Paleontology.**—Second Semester. F., 1:30—4:00. Credit, 2 hours.

The study of fossils will be found of especial value to students of Zoology and Botany. Text: Shimer's *An Introduction to the Study of Fossils*.

5. **Mineralogy.**—Second Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours.

Exercises with crystal models and the construction of crystal figures by clinographic projection precede the laboratory work in blowpipe analysis of minerals. Texts: Williams's *Crystallography* and *Phillips's Mineralogy*.

6. **Economic Geology.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Geology 1 or 5.

The work involves the study of the origin, classification, and distribution of ore deposits of the United States, with special emphasis upon the lead and zinc deposits of Wisconsin and the iron and copper deposits in the Lake Superior Region. Text: Ries's *Economic Geology of the United States*.

7. **Petrology.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours.

A discussion of the origin and structure of rock masses, together with their component minerals. Special emphasis is placed upon the value of the physical properties in the various building stones of the United States. Texts: Pirsson's *Rocks and Rock Minerals* and Merrill's *Stones for Building and Decoration*.

8. **Physiography.**—Throughout the year. Tu. Th., 9:30. Credit, 6 hours.

The course in physiography is planned for those who intend to qualify as science teachers. The laboratory work includes a detailed study of contour maps illustrating types of land relief. A limited number of field excursions in the fall and spring supplement the laboratory training. Text: Salisbury's *Advanced Physiography*.

9. **Geology of Wisconsin.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

This course is arranged for physiography students who do not take a year's work in geology, but who desire to become

familiar with the geology of the State of Wisconsin. Instruction is carried on by lectures, collateral reading of state reports, and a limited number of local field trips.

## IX. GERMAN

### PROFESSOR BAKER AND MISS FUERSTENAU

1. **Beginning German.**—Throughout the year. Tu. W. Th. F., 8:00. Credit, 8 hours.

Pronunciation, grammar, and practice in reading, writing, and speaking German.

2. **Second Year German.**—Throughout the year. M. W. Th. F., 9:30. Credit, 8 hours. Prerequisite: German 1.

Reading of selected prose and verse. Grammar, composition and German conversation.

3. a. **Third Year German: Reading.**—Throughout the year. W. F., 11:30 and 2:30. Credit, 4 hours. Prerequisite: German 2.

Reading of works by Storm, Auerbach, Baumbach, Lessing and Goethe.

b. **Third Year German: Conversation and Composition.**—Throughout the year. Tu. Th., 10:30, 11:30, and 2:30. Credit, 4 hours. Prerequisite: German 2.

These two courses (Ger. 3a and 3b) must be taken together.

4. **Advanced German Composition.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 3a and 3b.

Translation, German Syntax, and original compositions. (This course may be very profitably combined with either German 6 or 7.)

5. **Scientific German.**—Throughout the year. W. F., 8:00. Credit, 4 hours. Prerequisite: German 2. Not given in 1915-1916.

6. **Life and Works of Schiller.**—Throughout the year. Tu. Th., 9:30. Credit, 4 hours. Prerequisites: German 3a and 3b. Not given in 1915-1916.

7. **Life and Works of Goethe.**—Throughout the year. Tu. Th., 9:30. Credit, 4 hours. Prerequisite: German 3a and 3b. Given 1915-1916.

8. **The Modern German Drama.**—Throughout the year. W. F., 9:30. Credit, 4 hours. Prerequisite: German 6 or 7. Given 1915-1916.

A study of representative works by Kleist, Grillparzer, Hebbel, Ludwig, Sudermann, Anzengruber, and Hauptmann.

9. **The German Novel.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 6 or 7. Not given in 1915-1916.

10. **German Lyrics.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 6, 7, 8, or 9. Not given in 1915-1916.

11. **History of German Literature.**—Throughout the year. W. F., 8:00. Credit, 4 hours. Prerequisite: German 6 or 7. Given 1915-1916.

A study of German literature from its beginnings to the Classic period.

12. **History of German Literature.**—Throughout the year. W. F., 8:00. Credit, 4 hours. Prerequisites: German 6 or 7, and if possible German 11.

A general survey of the Classic period and the Nineteenth Century. (Not given 1915-16).



13. **Teachers' German.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours. Prerequisites: German 4, 6, or 7, 8 or 9, 11, and 12.

Grammatical review, phonetics, and the use of Vietor's *Lauttafeln*. Lectures, discussions, reports, and practice in teaching. This course is intended for seniors who expect to teach German. (Given 1915-16).

14. **Elementary Middle High German.**—First Semester. Hours to be arranged. Credit, 3 hours. Grammar and easy texts.

15. **History of the German Language.**—Second Semester. Hours to be arranged. Credit, 3 hours.

An historical survey of the development of Modern High German. Lectures on the relation of German to the other members of the Indo-Germanic and Germanic family of languages. Behaghel's "Die Deutsche Sprache" and Diekhoff's "The German Language," with selected readings.

## X. GREEK

PROFESSOR TREVER

Course 1 is for beginners. Students who upon entrance to college have already completed the equivalent of this course, may obtain, if they desire, four years of advanced work in the language.

1. **Elementary Greek.**—Throughout the year. Tu. W. Th. F., 8:00. Credit, 8 hours.

The purpose in this course is to accomplish in one year the ordinary preparatory work in Greek of three semesters. Burgess and Bonner's *Elementary Greek Book*, followed by Xenophon, or other easy prose; lessons from Bonner's *Prose Composition*.

2. **Xenophon.**—First Semester. Tu. W. Th. F., 9:30. Credit, 4 hours.

The *Anabasis* supplemented by the New Testament or other prose. Advanced lessons from Bonner's *Greek Composition*.

3. **Homer.**—Second Semester. Tu. W. Th. F., 9:30. Credit, 4 hours.

Selections from the *Iliad* or the *Odyssey*, accompanied by a literary study of one epic in translation.

4. **Plato.**—First Semester. M. W. F., 1:30. Credit, 3 hours.

*Apology and Crito*, supplemented by selections from *Phaedo*, the *Symposium*, Xenophon's *Memorabilia*, and Aristophanes's *Clouds*, in order to gain a complete picture of the personality of Socrates.

5. **Tragedy.**—Second Semester. M. W. F., 1:30. Credit, 2 or 3 hours.

Sophocles or Euripides. This course should be taken in connection with Greek 10.

6. **Orators.**—First Semester. Tu Th., 10:30. Credit, 2 hours.

Demosthenes's *De Corona*, or *Lysias*. Advanced prose composition.

7. **Comedy.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

Aristophanes's *Clouds* or *Frogs*.

8. **Selected Epistles of Paul.**—First Semester. Tu. 7:00-9:00 p. m. Credit, 2 hours. Prerequisite: two years of Greek.

Especial attention will be paid to New Testament interpretation in this course.

**Greek, Literature, History and Antiquities.**

The following courses, requiring no knowledge of Greek, are open to all students. Their purpose is to open the door to a wider appreciation of Greek literature and institutions for all college students, especially for students of English poetry and history.

9. **Greek Drama in English.**—First Semester. Tu. Th., 1:30. Credit, 2 hours.

A study of the origin, development, and literary characteristics of the Greek drama. Comparative study of the three great tragedians, as also of these in relation to modern dramatists.

10. **History of Greek Literature.**—Second Semester. Tu. Th., 11:30.

Lectures and study of some of the best specimens of Greek literary art, in English translation. Special emphasis is laid on the relation between Greek and English poetry.

11. **Greek History to the Conquest of Alexander.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

The emphasis is laid upon the economic, literary, social, and political development of the Greeks rather than upon the military details of their history.

12. **Classical Mythology.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours.

The myths are studied with special reference to their relation to English poetry. Alternates with Greek 11.

13. **Greek Plastic Art.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

Taught by Professor Fairfield. See Art History 2.

14. **Roman History.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

As in Greek 12, the military history will be only incidental, the stress being upon the political, economic and social development of the Romans. Alternates with Greek 11.

## XI. HISTORY

PROFESSOR CUSTER

Six hours credit in this department are required for graduation; except that those whose major is in some line of natural science need elect but three.

Students who major in history are strongly recommended to take those courses in the department of economics and politics which are closely allied with history.

Students who take a combined major in history and politics are required to take courses 2, 3, 4, 9, and 21 in the history department.

1. **Medieval Europe.**—First Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours.

A general survey of the history of Europe from the barbarian invasions to the end of the Middle Ages. This and History 2 are introductory courses and prerequisite to a number of the advanced courses. It is recommended that they be taken in the freshman year.

2. **Modern Europe.**—Second Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours.

A continuation of History 1, following the development of European nations down to the present day.

3. **History of England.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

A general course in English history from the earliest times through the reign of Elizabeth.

4. **History of England.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours.

A continuation of History 3 to the present time.

5. **Tudors and Stuarts.**—First Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: History 3 and 4.

A study of the constitutional, religious, and economic development of sixteenth and seventeenth century England. Alternate years.

6. **Protestant Reformation.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: History 1 and 2.

A critical study of the great religious reform movement of the sixteenth century. Alternate years. Given by Professor Trever.

7. **Europe in the Eighteenth Century.**—First Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: History 1 and 2. Not given in 1915-1916.

Rise of Russia and Prussia; the Old Regime; the work of philosophers and reformers; aims and accomplishments of the benevolent despots. Alternate years.

8. **French Revolution and Napoleon.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: History 1 and 2.

Causes and results of the Revolution; the age of Napoleon, with a special study of Napoleonic institutions. Alternate years.

9. **Europe in the Nineteenth Century.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: History 1 and 2. Not given in 1915-1916.

Political, economic, and social history of the principal continental nations since the Congress of Vienna, with special attention to the conditions responsible for the Great European War of 1914. Alternate years.

20. **American History.**—First Semester. M. W. F., 8:00. Credit, 3 hours.

A general course covering the colonial era, the Revolution, the federal constitution, and domestic and foreign affairs down to 1814.

21. **American History.**—Second Semester. M. W. F., 8:00. Credit, 3 hours.

A continuation of History 20 to the present time.

29. **Teaching of History.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours.

A study of the methods and materials of history teaching. Open only to seniors who intend to teach history.

30. **Hebrew History.**—First Semester. M. W. F., 8:00 and 11:30. Credit, 3 hours.

Given by Professor Naylor. See department of Biblical Literature.

31. **Jewish History.**—Second Semester. M. W. F., 8:00 and 11:30. Credit, 3 hours.

Given by Professor Naylor. See department of Biblical Literature.

32. **History of Greece.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Not given in 1915-1916.

Given by Professor Trever. See department of Greek.

33. **History of Rome.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

Given by Professor Trever. See department of Greek.



## XII. LATIN

## PROFESSOR WRIGHT

Freshmen who have had four years of Latin in high-school should take courses 1 and 2; those who have had only two years, course B; and those who have had no Latin, course A.

1. **Cicero, Vergil, Terence.**—Throughout the year. Tu. W. Th. F., 10:30. Credit, 8 hours.

The *De Senectute* of Cicero, *Eclogues* of Vergil, *Odes* and *Epode*s of Horace, and *Phormio* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin.

2. **Ovid, Nepos.**—Throughout the year. M., 10:30. Credit, 2 hours.

Easy translation course to supplement Latin 1.

3. **Cicero, Horace, Terence.**—Throughout the year. Tu. W. Th. F., 10:30. Credit, 8 hours. Not given in 1915-1916.

The *De Amicitia* of Cicero, *Satires* and *Epistles* of Horace, and the *Heauton Timorumenos* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin. Alternates with Latin 1.

4. **Phaedrus, Latin New Testament.**—Throughout the year. M., 10:30. Credit, 2 hours. Not given in 1915-1916.

Easy translation course to supplement Latin 3. Alternates with Latin 2.

5. **Pliny, Martial, Tacitus, Catullus.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisites: Latin 1 and 3.

An advanced translation course.

6. **Juvenal, Livy, Cicero, Tibullus, Propertius.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisites: Latin 1 and 3. Not given in 1915-1916.

Alternates with Latin 5.

7. **Latin Composition.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisites: Latin 1 and 3.

Practical work in Latin writing, with a review of grammatical forms and syntax. This course includes also a systematic study of Roman private life and antiquities. For prospective teachers.

8. **Teachers' Training Course.**—Throughout the year. W. F., 1:30. Credit, 4 hours. Prerequisite: Latin 1 and 3.

Historical Latin grammar: Pronunciation, hidden quantity, orthography, syntax of the subjunctive, syntax of the cases. Exercises in Latin writing. Purposes and methods in preparatory Latin.

A. **Beginning Latin; Caesar.**—Throughout the year. M. Tu. W. Th. F., 2:30. Credit, 10 hours.

A free elective course in elementary Latin and Cæsar's *De Bello Gallico*.

B. **Cicero, Vergil.**—Throughout the year. M. Tu. W. Th. F., 1:30. Credit, 10 hours.

Four orations of Cicero and four books of Vergil's *Aeneid*. Exercises in writing Latin.

### XIII. MATHEMATICS, ENGINEERING, ASTRONOMY

PROFESSOR LYMER AND MR. EATON

Students majoring in one of the natural sciences are required to elect Mathematics 1 and 2. For other stu-

dents the subject is elective. A major must include Mathematics 6. Astronomy and courses in engineering, except Engineering 4, may not count on a major or a minor. A minor should consist of Mathematics 1 to 4, or, better, 1, 2, 4, and 5. Engineering students are advised to take the pre-engineering course as outlined.

### A. MATHEMATICS

1. **Algebra.**—First Semester. Two Sections: M. W. F., 8:00, 11:30. Credit, 3 hours.

A review of quadratics and simultaneous quadratics; graphical representation, the progressions, binomial theorem, logarithms, permutations and combinations, theory of equations. Text: Fite.

2. **Trigonometry.**—Second Semester. Two Sections: M. W. F., 8:00, 11:30. Credit, 3 hours.

Plane and spherical. Special emphasis is laid upon the solution of triangles. Text: Hall and Frink.

3. **Higher Algebra.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours. Prerequisites: Mathematics 1 and 2, or may be taken with Mathematics 2.

Complex numbers, undetermined coefficients, partial fractions, theory of equations, infinite series. Text: Fite.

4. **Analytic Geometry.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisites: Mathematics 1 and 2.

The straight line, conic sections, solid geometry. A few higher plane curves are discussed. Text: Ziwet and Hopkins.

5. **Calculus.**—First Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 4.

Limits, differentiation, applications to geometry and physics, maxima and minima, integration, areas, volumes, surfaces, etc. Text: Davis.

6. **Advanced Calculus.**—Second Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 5.

Evolutes, envelopes, singular points, curve-tracing, partial derivatives, double and triple integration, series and expansion, approximate integration, applications to mechanics, etc.

7. **Teachers' Course.**—First Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Mathematics 4. or registration in that course. Not given in 1915-1916.

Open to juniors and seniors. History and teaching of elementary mathematics. Content and arrangement of courses. Text-books and methods of teaching. Model classes conducted by the members. Alternate years.

8. **Projective Geometry.**—Throughout the year. Hours to be arranged. Credit, 4 hours. Prerequisite: Mathematics 4. Not given in 1915-1916.

Geometry of position, with extensive use of analytic methods. A large number of problems will be solved. Alternate years.

9. **Differential Equations.**—Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: Mathematics 6, or registration in that course.

Ordinary differential equations, with applications to physics and geometry. Text: Murray. Alternate years.

10. **Solid Geometry.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Not given in 1915-1916.

Open to those who have presented no entrance credit in the subject; required of engineering students who have done no work in solid geometry.

## B. ENGINEERING

1. **Mechanical Drawing.**—Throughout the year. M. 1:30; W. F., 1:30-4:00. Credit, 6 hours.

Free-hand lettering; perspective and orthographic sketching; orthographic mechanical drawing; tracing, blue print work, and the drawing of machine parts from models. Lettering is emphasized. In the second semester free hand sketches, pencil mechanical drawings, tracings, and blue prints of the same object are made.

2. **Descriptive Geometry.**—Throughout the year. M., 2:30-4:30; W. F., 11:30. Credit, 4 hours. Prerequisite: Engineering 1.

Solution of problems relating to the point, line, and plane; surfaces; plane sections; intersections; and developments. Text: Millar. One recitation and three hours drawing per week. Alternate years.

3. **Surveying.**—Throughout the year. Tu. Th., 11:30. Tu. Th., 1:30-4:30. Credit, 6 hours. Prerequisite: Mathematics 2.

Special attention is given to the use, care, and adjustment of instruments. The work includes running traverses, differential and profile leveling; topographic and hydrographic surveying; the United States system of public land subdivision; computation of areas and map drawing. Text: Johnson and Smith's "Theory and Practice of Surveying." Office work and field work are on the same credit basis as laboratory work.

4. **Mechanics.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisite: Mathematics 5, or registration in that course. Not given 1915-1916.

Statics and dynamics. Resolution and composition of forces, center of gravity, attraction, equilibrium with applications; laws of motion, moments of inertia, work, energy, impulse and momentum.

Text: Maurer. Alternate years.

## C. ASTRONOMY

1. **General Astronomy.**—First Semester. M. W. F., 2:30. Credit, 3 hours.

A historical and descriptive course, designed to give the student a broad view of the science and of the methods of observation. Familiarity is sought with the principal constellations and the brighter stars, and frequent use is made of the telescope. This course requires only the simplest mathematical operations, and is complete without Astronomy 2. Text: Moulton. This course may not count on the group requirements. Elective for students beyond the freshman year. Alternate years.

2. **Practical Astronomy.**—Second Semester. M. W. F., 2:30. Credit, 3 hours. Prerequisites: Mathematics 2 and Astronomy 1.

Methods of taking and reducing observations, determination of time, latitude and longitude, azimuth, micrometric measurement of double stars and planets. Special attention is given to the astronomy of engineering. About half the time is spent in laboratory work in the evening. Text: Comstock's *Field Astronomy*, with references to Loomis, Doolittle, etc. Alternate years.

## XIV: MUSIC

PROFESSOR EVANS, MR. ARNEKE, MR. ARENS  
AND MR. WATERMAN

Twelve music credits in the Conservatory may be counted toward a bachelor of arts degree, four of which must be in theoretical courses. For the special tuition charges for these courses, see the catalogue of the Conservatory of Music.

1. **Harmony.**—Throughout the year. Credit, 2 hours.



A complete course of Elements of Composition, Scales, Intervals, Triads, Modulations, Analysis, Ear-Training, Melodic Figuration, Harmonization, Counterpoint, etc., etc.

**2. Public School Methods.**—Throughout the year. Credit, 2 hours.

The purpose of this course is to teach men and women to supervise and teach music in the public schools. Two years is required to complete the course which is very comprehensive. For detailed outline of this course as well as others offered in the Fine Arts Department see special catalogue issued by this department.

**3. History of Music.**—Throughout the year. Hours to be arranged. Credit, 2 hours.

Beginning with a study of the music of the oriental nations, the course continues with the music of the Greek, Roman, French, Netherlandish, and Italian schools, the genius epoch of the German schools, and the modern music of Germany, France, Russia, and America.

**5. Sight Reading.**—First Semester. Hours to be arranged. Credit, 1 hour.

Drill in scale and interval singing; time subdivisions; part singing.

**6. Psychology and Pedagogy.**—Throughout the year. Hours to be arranged. Credit, 1 hour.

A study of the relation of psychology and pedagogy to musical education. This course may not be counted toward a bachelor's degree by students who offer for credit courses in the departments of Psychology or Education.

**7. Vocal and Instrumental Music.**—First and Second Semester. Hours to be arranged. Credit, 2 hours.

Work ranging from that of the elementary grades to artistic maturity. Proper music incidental to individual needs is studied thoroughly and mastered.

## XV. PHYSICAL EDUCATION

MR. CHAMPLIN AND MRS. TREAT

1. **Freshman Gymnasium for Men.**—Throughout the year. M. W. F., 9:30, 10:30, 2:30.

Calisthenic exercises; dumb-bell, wand (long and short), and Indian club drills. The last fifteen minutes of each class period is given to teaching games. Toward the end of the semester apparatus exercises on the horizontal bar, parallel bars, horses, bucks, ladders, etc., are regular class requirements.

2. **Sophomore Gymnasium for Men.**—Throughout the year. Tu. Th., 10:30.

Sophomore classes follow the same routine as freshmen classes, but are allowed to take more advanced exercises, such as mat work, tumbling, advanced apparatus work, and athletic and gymnastic dancing.

Special classes in heavy gymnastics (including work on horizontal bars, parallel bars, flying rings, horse, buck and mats) are organized after foot ball season and continued through the winter months. Classes are also formed in wrestling, boxing, swimming and fencing.

3. **Gymnastics for Women.**—Throughout the year. Tu. Th., 3:30. Credit, 2 hours.

Swedish gymnastics; free-hand movements; dumb bells; wands; military drill; fancy steps; folk dances.

4. **Gymnastics for Women.**—Throughout the year. Tu. Th., 2:30. Credit, 2 hours.

First semester: Swedish gymnastics, military drill, corrective exercises. Second semester: normal class in gymnastics, military drill, fancy steps, and folk dances. Grade for the work is based on the ability of the individual to conduct a class in every branch of the work given.

## XVI. PHYSICS

## PROFESSOR TREAT

1. **General Physics.**—Throughout the year. M. Tu. W. Th., 11:30. Credit, 8 hours.

Mechanics, sound, and light. Heat and electricity. This course is offered especially for students who do not expect to take the more advanced and somewhat technical courses of the department. Freshman mathematics not a prerequisite. Laboratory work,  $2\frac{1}{2}$  hours per week at the hours indicated on the schedule.

2. **General Mathematical Physics.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours. Prerequisites: Mathematics 1 and 2.

Mechanics and heat; sound, light, and electricity. Recitations and lectures illustrated by experiments and by the use of the lantern. It is advised that students taking this course be enrolled in the class in analytical geometry, unless they have completed that subject.

3. **Physical Measurements.**—Throughout the year. Tu., 8:00. Laboratory hours as shown in schedule. Credit, 4 hours.

Mechanics and heat; sound, light, and electricity. Students in engineering courses should take this work in connection with Physics 2. It is open also to other students enrolled in Physics 2.

4. **Electricity and Magnetism.**—First Semester. M. T. W. Th., 10:30. Credit, 4 hours.

The course deals with the fundamental principles of electricity and magnetism and their application in the construction of generators, motors and measuring apparatus. Prerequisites: Physics 2 and 3.

5. **Dynamos and Motors.**—Second Semester. M. T. W. Th., 10:30. Credit, 4 hours.

This course is a study of the elementary calculations of direct and alternating current machinery. Prerequisite: Physics 2, 3, 4 and Mathematics 5.

6. **Advanced Light.**—Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: Physics 1 or 2, and registration in Mathematics 5.

This course is designed primarily for those students who major in physics, but may be taken by others.

7. **Advanced Heat.**—Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: one year of college physics, and mathematics including elementary calculus. Not given in 1915-1916.

The course deals with the subject in a more strongly mathematical way than the previous courses.

8. **Physical Optics.**—Second Semester. M. W. F., 1:30. Credit, 3 hours. Prerequisites: one year of college physics and one year of general chemistry.

The course includes a study of light and of lenses,—distortion, aberration, correction, application in optical instruments. Special attention will be given to projection apparatus and camera lenses, and sufficient work along lines of photography will be required to enable the student to prepare his own lantern slides.

9. **Teachers' Physics.**—Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: a minor in physics.

History of physics. Development of the physical laboratory. Pedagogy as applied to physics. Text-books and lab-

oratory courses. Individual experience in organizing and conducting laboratory work, and in experimenting before the class.

## XVII. PSYCHOLOGY AND PHILOSOPHY

### PROFESSOR FARLEY AND PRESIDENT PLANTZ

The work in psychology and philosophy is arranged on a plan whereby the student may take two years' work in either subject.

Toward a major in psychology, not more than eight hours (which must include Philosophy 1 or 2) may be offered from the division of philosophy. Toward a minor, not more than four hours may be offered which must be from Philosophy 1, 2, 5, 6, or 7. Psychology 1 and 2 are the same, except that the latter portion of course 2 emphasizes more the social phases of psychological study. The courses in psychology especially helpful to teachers are courses 1 or 2, 3, and 5. Toward a major in philosophy not more than six hours may be offered from the division of psychology; toward a minor, not more than four hours. A major in philosophy must include courses 1, 2, 3, 5, and 7; a minor, courses 1 and 2. Philosophy 1 and 2 should be taken together.

1. **General and Educational Psychology.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours.

This is a synthetic course of three hours of general, and one hour of educational psychology,—an elementary course that should be taken in the sophomore year, and is for students who intend to teach or for any person who desires to study human behavior: as, instincts, habits, interests, learning and the mental factors involved, individual characteristics, nature of thinking, curve of work, fatigue, factors of

efficiency, control and evaluation, and the psychology of certain principles of instruction. All the material is pointed toward the subject of learning and the practical applications to educational situations.

**2. General and Social Psychology.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours.

The same as course 1, except that certain topics on social psychology are added. Open to sophomores or to any student who desires a fuller knowledge of the human individual as he reacts from social stimuli and needs. Some of the topics studied in the latter part of the course are: nature of society, social suggestion, the crowd, imitation, customs and prestige. Philosophy 1, 2, or 4 may be taken with Psychology 2. No student may receive credit for both Psychology 1 and 2.

**3. Psychology of Youth and Adolescence or Mental Development.**—First Semester. W. F., 8:00. Credit, 2 or 3 hours.

This course correlates with Psychology 1 or 2. It covers the general characteristics of mental and physical growth from youth to maturity. Special emphasis is placed upon adolescent changes.

**4. Advanced Psychology.**—Second Semester. W. F., 8:00. Credit, 2 or 3 hours. Prerequisite: Psychology 1 or 2.

A special study of psychological investigations and of practical applications of psychology. Alternates with Psychology 5.

**5. Experimental Psychology.**—Second Semester. F., 1:30 to 4:00. Credit, 2 hours.

A course dealing with experimental methods and tests especially as related to educational problems. Alternates with Psychology 4.



## B. PHILOSOPHY

1. **Introduction to Philosophy.**—Throughout the year. Thursday evening. Credit, 4 hours. Prerequisite: Psychology 1 or 2, or registration in one of those courses.

An elementary course devoted to the problems of thought. It is important to anyone who desires to be thoughtful and who wishes to see the fuller meaning or use of body and mind, nature, explanation, truth, reason, law, evil, immortality, morality, space, time, force, energy, matter, evolution, things, society, individualism, freedom, and God. It is of value to those who are interested in law or theology, or in interpretation in literature, history, economic theory, or the principles of natural science. The student will get much more out of the subject if he will take up the historical development of thought (Philosophy 2) simultaneously with this course.

2. **History of Thought or of Philosophy.**—Throughout the year. Tu. Th., 10:30. Credit, 4 or 6 hours. Prerequisite: Psychology 1 or 2, or registration in one of those courses.

This is a beginner's course in the history of thought. It contrasts the modern with the mediaeval and ancient thought and especially emphasizes the Renaissance, the Reformation, the rise of science, and the modern movements of naturalism, idealism, realism, mysticism, faith, rationalism, pragmatism, and humanism. Students of history, literature, or the social sciences should find this course directly useful as an interpretative study.

3. **Present-Day Philosophy.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Psychology 1 or 2.

A concrete study of one or two large systems of thought that have had great effect on human life. This year there will be a study of a present-day philosophical system, as of

Royce, James, Bradley, Spencer, Bowne, Bergson, Eucken, or Ward.

**4. Philosophical Thought in Nineteenth Century Literature.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

An interpretation of the philosophical and psycholocial thought as found in the writings of Tennyson, Browning, Wordsworth, Coleridge, Emerson, and Carlyle may be alternated with Philosophy 6.

**5. Evoluton.**—Second Semester. Tu. Th., 9:30. Credit, 3 hours. Prerequisite: Psychology 1 or 2, and preferably one course in philosophy.

A study of the interpretations, value, and effect upon modern thought of the theory of evolution.

**6. How We Think.**—Second Semester. W. F., 10:30. or Tu. Th., 9:30. Credit, 3 hours.

An elementary course in logic or reasoning. Special emphasis is placed upon a study of the processes of thinking, argumentation, the methods of scientific investigation, and the common fallacies in thinking.

**7. Principles of Ethics.**—First Semester, Tu. Th., 2:30. Credit, 2 hours.

This course discussess the growth of moral ideas in the development of civilization, considers the psychological basis of ethics, critically examines the principal ethical theories, and concludes with a study of the metaphysical implications involved in the science. It is given by a combined use of text-book and lecture, together with theses presented for class-room discussion. Given by President Plantz.

**8. Social and Political Ethics.**—Second Semester. Tu. Th., 2:30. Credit, 2 hours.

This is a course in practical ethics in which a study is made of the principal moral problems of man's individual, social, and political life. The moral basis of our social insti-

tutions is examined and especial attention is given to the ethical principles involved in the weightier questions of moral pathology, and to the grounds of moral progress. Given by President Plantz.

9. **Philosophy of Religion.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours.

Given by President Plantz. See Religion 4.

## PUBLIC SPEAKING

PROFESSOR ORR

1. **Extempore Speaking and Oral English.**—First Semester. Tu. Th., 11:30 and 1:30. Credit, 2 hours.

Practice in extensive thought getting from printed sources; the creative use of material for the purpose of effective speaking; the development of consciousness of purpose with an audience by oral thought giving; practical aspects of delivery.

2. **Oration Writing.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

A practical beginning course in oratorical construction. Practice in working out the fundamentals of oratorical structure and style. Number in class limited to twenty.

3. **Advanced Oratory.**—First Semester. M. W. F., 11:30. Credit, 3 hours. Prerequisite, course 2.

A study of the laws of effective speaking. The development of the student's ability to exemplify these laws, first through extemporaneous speaking and later through special writing. Especial emphasis is placed on oratorical style. Text: Phillips's *Effective Speaking*.

4. **Debate.**—Throughout the year. Tu. Th., 2:30. Credit, 6 hours.

A thorough study of the principles of argumentation; the application of these principles in brief drawing, writing and formal debate. Text: Foster's *Argumentation and Debating*.

5. **Fundamentals of Vocal Expression.**—Throughout the year. M. W. F., 2:30. Credit, 6 hours.

The primary purpose of this course is the development of a vocabulary of delivery; technical exercises in voice and action; coordination of mind, voice and body in imaginative problems; training for ideal vocal and physical responses. Text: Foundations of Expression, by S. S. Curry.

6. **Dramatic Action.**—First Semester. M. W., 1:30. Credit, 2 hours.

A study of the fundamental laws of dramatic action; a stimulation of the motor impulses from within so that all action may be spontaneous and free; actual stage business in farces and simple comedies; public performances.

7. **Advanced Acting.**—Second Semester. M. W., 1:30. Credit, 2 hours. Prerequisite: Course 6.

The dramatic work of the college will center in this class. At least one long play will be worked out, costumed and staged for a public performance.

## XIX. RELIGION

PRESIDENT PLANTZ AND PROFESSOR VAUGHAN

The work in this department is designed to acquaint students with the development of the religious consciousness as manifested in the different religions of the world, and to study the principles and history of missions as conducted by the Christian church.

1. **Comparative Religion.**—Throughout the year. Th. F., 3:30. Credit, 4 hours.

This course will consider the origin, spread, and decay of ancient religions, their doctrines together with their influence on society, their cults and forms of worship, and the superior claims of Christianity to be a universal religion. Given by Professor Vaughan.

2. **Missions.**—Throughout the year. Th. F., 2:30. Credit, 4 hours.

The purpose of this course is to give the student a comprehensive knowledge of the history and importance of missions. The great mission fields of the world are considered, together with the work of the different missionary organizations, and the benefits to civilization which are arising therefrom. Given by Professor Vaughan.

3. **Evidences of Christianity.**—First Semester. Tu. Th., 1:30. Credit, 2 hours.

The various arguments in proof of the claims of Christianity are considered, its principal doctrines discussed, and the principal systems of doubt analyzed. Instruction is given by lectures, assigned readings, and theses read by members of the class.

4. **Philosophy of Religion.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours.

This course includes a study of what is usually treated under the subject of theism, together with a consideration of the religious consciousness in its nature, forms of historical development, intellectual and emotional content, and objective activities. The attempt is made to give a systematic view of the religious conception of the world and of those principles of the religious life that have found expression in the religious history of man.

6. **Fundamentals of Christianity.**—First Semester. Tu. Th., 8:00. Credit, 2 hours.

In this course the fundamental conceptions of Christianity are considered, its principal doctrines discussed, and its views of life and the world analyzed and interpreted.

7. **Christian Ethics.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours. Not given in 1915-1916.

A course in which a systematic treatment is given of the ethical ideals and principles of Christianity.

## XX. ROMANIC LANGUAGES

ASSOCIATE PROFESSOR EDDY

1. **Beginning French.**—Throughout the year. Tu. W. Th. F., 8:00 and 11:30. Credit, 8 hours.

Thieme and Effinger's Grammar. *Pour Lire Seul, d'Al-lonne; La Petite Princesse, Mairat*; Halevy's *L'Abbe Constan-tin* or other easy reading; composition, dictation, memorizing, pronunciation.

2. **Second Year French.**—Throughout the year. Tu. W. Th. F., 1:30. Credit, 8 hours. Prerequisites: French 1.

Advanced grammar; Dumas's *La Tulipe Noire*; Meilhac and Halevy's *L'Ete de la Saint-Martin*; Moliere's *L'Avare*, or books of the same grade; Koren's Composition newspaper French; Hugo's *Les Miserables*; collateral reading of modern writers, reproduction of texts, pronunciation, dictation.

3. **Third Year French.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisites: French 2.

Reading of difficult modern French; newspaper French; short scientific articles; practice in idioms; reports in French on supplementary work; conversation; composition.

4. **Fourth Year French.**—Throughout the year. M. W. F., 10:30. Credit, 6 hours. Prerequisites: French 3.

General survey of French literature; Duval's *Histoire de la Litterature Francaise* in conjunction with Wright's *His-tory of French Literature* is used; rapid reading of authors of the periods studied; reports in French; study of the drama-tic literature; reading and writing at sight.

5. **Beginning Spanish.**—Throughout the year. M. W. F., 2:30. Credit, 6 hours.

Wagner's *Grammar*; Harrison's *Spanish Reader*; Larra's



*Partir a Trempo*; Galdos's *Marinella*; Calderon's *La Vida es Sueno*; pronunciation, dictation, conversation.

6. **Second Year Spanish.**—Throughout the year. M. W. F., 2:30. Credit, 6 hours.

Authors of the nineteenth century; composition, dictation, conversation.

## XXI. SOCIOLOGY

PROFESSOR CRAFER

The following courses in other departments may be counted toward a major in sociology: Psychology 2, Philosophy 8, Art History 10, and Biblical Literature 7.

1-2. **Theory of Sociology.**—Throughout the year. M. W. F., 8:00. Credit, 3 hours each semester.

A study of the development of sociology, its place and importance in the social sciences, together with its underlying biological, physical, and psychical factors. In the second semester a critical study is made of the chief contributions to sociological thought, special attention being given to the leading American sociologists.

3. **Social Problems.**—First Semester. Tu. Th., 8:00. Credit, 2 hours.

This course embraces a study of the dependent, defective, and delinquent classes and the most approved methods of dealing with them. Particular attention is given to the educational and preventive measures now developing for the amelioration of social conditions.

4. **Race Development and Race Problems in the United States.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours.

The first part of this course consists of a study of the human race and its divisions, with special reference to anth-

ropology and ethnology. In the second part of the course a study is made of the distribution and progress of the negro in the United States, our later types of immigrants, and their influence on American social life.

5. **The Labor Movement.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisites: Economics 2, Politics 1, or Sociology 1-2.

The labor movement is studied as to its history and its problems such as: methods of organization and control, industrial remuneration and industrial peace, labor legislation, court decisions in labor disputes, immigration, child labor, woman labor, prison labor, unemployment, and industrial education. Special attention is given to the labor movement in America.

6. **The Socialist Movement.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisites: Economics 2, Politics 1, or Sociology 1-2.

Considering socialism as (1) a criticism of existing society, (2) a philosophy of social evolution, (3) a social forecast or ideal, and (4) a movement for the attainment of that ideal, the course aims, first, to understand socialism, and, second, to judge its claims as an effective method of promoting social welfare.

7. **The Rural Community.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours, Prerequisites: Sociology 1-2, or Economics 2.

This course takes up the development of the rural life of the small town and of the open country from the "age of homespun" to the modern ages of the steam reaper and thresher, discussing the problems of the beautifying and humanizing the country home, of rural education and recreation, of the rural church, of conservation and scientific agriculture and of general improvement in moral conditions in the country.

## SPANISH

(See Department of Romanic Languages, page 175.)

## SUMMARY OF COURSES

All Studies marked with A are given the First Semester; all marked B given the Second Semester; all marked AB given throughout the year, and all marked ‡ not given during 1915-1916.

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites
<b>Art.</b>						
A 1 Stud. in Appreciation	2	9:30	T	T		
A 2 Greek Art	3	11:30	M	W	F	
B 3 Roman and Med. Art	3	11:30	M	W	F	
A 4 The Ital. Renaissance	3	2:30	M	W	F	
B 5 Venetian & Span. Paint.	2	11:30	T	T		4
B 6 The North. Renaissance	3	9:30	M	W	F	
B 7 French Art	3	2:30	M	W	F	
B 8 Eng. & Amer. Art	2	2:30	T	T		
A 9 Intro. Architecture	3	10:30	M	W	F	
B 10 The House	2	9:30	T	T		
A 11 Municipal Art	3	9:30	M	W	F	
<b>Biblical Literature.</b>						
A 1 Hebrew History	3	10:30	M	W	F	
	3	11:30	M	W	F	
B 2 Jewish History	3	10:30	M	W	F	
	3	11:30	M	W	F	
A 3 Life & Times of Christ	2	10:30	T	T		
B 4 The Apostolic Age	2	10:30	T	T		
A 5 Lit. Study Bible	2	11:30	T	T		
B 6 Lit. Study Bible	2	11:30	T	T		
†A 7 Soc. Teach. of Bible	2	10:30	T	T		
†B 8 Soc. Effects Bible Teach.	2	10:30	T	T		
<b>Biology.</b>						
AB 1 General Biology	8	11:30	T	T		
AB 2 General Botany	6	2:30			F	
A 3 Vertebrate Zoology	5	10:30	T	T		1
B 4 Human Physiology	5	10:30	M	W	F	
†AB 5 Animal Histology	8	9:30	M	W		1
†A 6 Embryology	4	9:30	M	W		1 5
AB 7 Microbiology	6	1:30	M			1 2
B 8 Teacher's Biology	2					1 2 4
<b>Chemistry.</b>						
AB 1 General Inorg. Chem.	10	9:30	T	T		
AB 2 Qualitative Analysis	8	11:30	M	W	F	1
AB 3 Quantitative Analysis	8	11:30	T			1 2
AB 4 Advanced Quan. Analy.	8					3
AB 5 Organic	10	10:30	M	W		1 2
A 6 Industrial	4	8:00	M	T	W	F 1 2 5
B 7 Chem. of Daily Life	3	8:00	M	W	F	

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites	
<b>Economics.</b>							
AB 1 Prin. of Economics	6	8:00	M	W	F		
AB 2 Economic History	6	9:30	M	W	F		
AB 3 The Corporation	6	9:30	M	W	F	1	
B 4 Hist. of Econ. Theory	2	8:00		T	T	1	
A 5 Money and Banking	2	9:30		T	T	1	
B 6 Public Finance	2	11:20		T	T	1 2	
A 7 Business Management	3	11:30	M	W	F		
B 8 Transportation	3	11:30	M	W	F		
B 9 Business Law	2	10:30		T	T		
<b>Politics.</b>							
A 1 American	4	10:30		T	W	T	F
B 2 Comparative	4	10:30		T	W	T	F
A 3 Municipal Government	3						
B 4 International Law	3	9:30		T		T	1
		11:30				F	
A 5 Parliamentary Proc.	1	7:00				T	
B 6 Current Politics	1	7:00				T	
<b>Education.</b>							
A 1 Hist. of Ed.	2	8:00		T		T	
B 2 Hist. Mod. Ed.	2	8:00		T		T	1
A 3 Secondary Ed.	3	9:30	M		W		F
B 4 Ed. Psychology	3	9:30	M		W		F
A 5 Comparative Ed.	3	10:30	M		W		F
B 6 School Admin. & Superv.	3	10:30	M		W		F
†A 7a Prin. of Moral Ed.	2	10:30		T		T	
A 7b Phil. of Ed.	2	10:30		T		T	
B 8 Social Education	2	10:30		T		T	
AB 9 Prin. of Teaching	3	1:30	M		W		F
AB 10 Educational Seminar	2						2 8 3
A 11 Child Study	2	9:30		T		T	
B 12 Prin. & Meth. Relig. Ed.	2	9:30		T		T	
<b>English.</b>							
**A 1 Rhetoric & Eng. Comp.	3		M		W		F
***B 2 Advanced Composition	3		M		W		F
AB 10 Intro. to Eng. Lit.	4	11:30		T		T	1
B 11 Intro. to Amer. Lit.	3	9:30	M		W		F
†A 12 Intro. to Shakspeare	3	9:30	M		W		F
A 13 Prin. of Lit.	2	9:30		T		T	
B 15 Milton	2	8:00		T		T	
†B 17 Eng. Versification	1	10:30				T	
A 20 Com. Correspondence	2	10:30		T		T	1
†A 21 Expository Writing	2	10:30		T		T	1
AB 22 Argumentation	6	2:30		T		T	
B 23 Oration Writing	2	11:30		T		T	1
B 25 News Writing	2	10:30		T		T	1
A 27 Short Story	2	9:30		T		T	1
B 28 Short Story Writing	2	9:30		T		T	27
†AB 30 Old English	6	8:00	M		W		F

\*\* Classes at every recitation period.

\*\*\* Classes at every recitation period in the morning.

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites
<b>English (continued).</b>						
A 35 Chaucer	3	8:00	M	W	F	
†A 42 Eng. Lit. 1557-1688	3	10:30	M	W	F	
†B 43 Eng. Lit. 1688-1789	3	10:30	M	W	F	
A 44 Eng. Lit. 1789-1837	3	10:30	M	W	F	
B 45 Eng. Lit. 1837-1909	3	10:30	M	W	F	
AB 46 19th Century Prose	6	1:30		W	F	
A 48 Technique of Eng. Novel	3	8:00	M	W	F	
*A 49 Hist. of Eng. Novel	3	8:00	M	W	F	
B 50 Technique of the Drama	3	2:30	M	W	F	
†B 51 The Modern Drama	3	2:30	M	W	F	
*B 53 The Ballad	2	9:30		T	T	
AB 60 The Teach. of Eng.	3	10:30	M	W	F	
†A 62 Wordsworth	2	9:30		T	T	
B 64 Tennyson	3	8:00	M	W	F	
B 66 Browning	3	11:30	M	W	F	
AB 68 Shakspeare	3	9:30	M	W	F	
†B 70 The Eliz. Drama	3	9:30	M	W	F	
B 72 Literary Criticism	3	8:00	M	W	F	
<b>French.</b> See Romanic Languages						
<b>Geology.</b>						
A 1 General Geology	4	11:30	M	W	F	
B 2 Historical Geology	4	11:30	M	W	F	
B 3 Structural Geology	3	9:30	M	W	F	
B 4 Paleontology	2	1:30			F	
B 5 Mineralogy	5	10:30	M	T	W	T
A 6 Economic	3	10:30	M	W	F	1 5
B 7 Petrology	2	8:00		T	T	
AB 8 Physiography	6	9:30		T	T	
A 9 Geology of Wisc.	3	9:30	M	W	F	
<b>German.</b>						
AB 1 First Year	8	8:00		T	W	T
AB 2 Second Year	8	9:30	M		W	T
AB 3a Third Year Reading	4	11:30			W	F
		2:30			W	F
AB 3b Third Year Comp.	4	10:30		T		T
		11:30		T		T
		2:30		T		T
AB 4 Advanced Composition	4	10:30			W	F
†AB 5 Scientific	4	8:00			W	F
†AB 6 Schiller	4	9:30		T		T
AB 7 Goethe	4	9:30		T		T
AB 8 The Modern Drama	4	9:30			W	F
†AB 9 The Novel	4	10:30			W	F
†AB 10 German Lyrics	4	10:30			W	F
AB 11 Hist. of German Lit.	4	8:00			W	F
†AB 12 Hist. of German Lit.	4	8:00			W	F
AB 13 Teachers' German	4	8:00		T		T
A 14 Element. Middle High	3					
A 15 Hist. of German Lang.	3					

## SUMMARY OF COURSES (Continued)

COURSES		Hrs. Cr.	Time of Recitation					Prere- quisites
<b>Greek.</b>								
AB 1	Elementary	8	8:00	T	W	T	F	
A 2	Xenophon	4	9:30	T	W	T	F	1
B 3	Homer	4	9:30	T	W	T	F	1
A 4	Plato	3	1:30	M	W		F	3
B 5	Tragedy	2	1:30	M	W		F	4
A 6	Orators	2	10:30		T		T	2 3
B 7	Comedy	2	10:30		T		T	2 3
A 8	Selected Epistles of Paul	2	7:00		T			2 3
A 9	Greek Drama in Eng.	2	1:30		T		T	
B 10	Hist. of Greek Lit.	2	11:30		T		T	
B 11	Greek History	3	11:30	M		W		F
B 12	Classical Mythology	2	11:30		T		T	
B 14	Roman History	3	11:30	M		W		F
<b>History.</b>								
A 1	Mediaeval Europe	3	10:30	M		W		F
			11:30	M		W		F
B 2	Modern Europe	3	10:30	M		W		F
			11:30	M		W		F
A 3	English	2	9:30		T		T	
B 4	English	2	9:30		T		T	
A 5	Tudors & Stuarts	2	11:30		T		T	3 4
B 6	Protestant Reformation	2	10:30		T		T	1 2
†A 7	18th Century	2	8:00		T		T	1 2
A 9	French Revolution	3	10:30	M		W		F
*A 20	19th Century	3	10:30	M		W		F
A 21	American	3	8:00	M		W		F
B 21	American	3	8:00	M		W		F
B 29	Teachers'	2	11:30		T		T	
<b>Latin.</b>								
AB 1	Cicero, Virgil & Terence	8	10:30		T	W	T	F
AB 2	Ovid, Nepos	2	10:30	M				
†AB 3	Cicero, Horace, Terence	8	10:30		T	W	T	F
†AB 4	Phaedrus, New Test.	2	10:30	M				
AB 5	Pliny, Martial, Catullus	6	11:30	M		W		F
†AB 6	Juvenal, Livy, Cicero	6	11:30	M		W		F
AB 7	Composition	4	11:30		T		T	
AB 8	Teach. Train. Course	4	1:30			W		F
AB A	Beginning Latin, Caesar	10	2:30	M	T	W	T	F
AB B	Cicero, Virgil	10	1:30	M	T	W	T	F
<b>Mathematics.</b>								
A 1	Algebra	3	8:00	M		W		F
			11:30	M		W		F
B 2	Trigonometry	3	8:00	M		W		F
			11:30	M		W		F
B 3	Higher Algebra	2	1:30		T		T	
AB 4	Analytic Geometry	6	9:30	M		W		F
A 5	Calculus	5	10:30	M	T	W	T	F
B 6	Advanced Calculus	5	10:30	M	T	W	T	F
†A 7	Teachers' Course	2	8:00		T		T	
†AB 8	Projective Geometry	4						
B 9	Differential Equations	2						
†B 10	Solid Geometry	2	8:00		T		T	



## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation					Prere- quisites
<b>Engineering.</b>							
AB 1 Mechanical Drawing	6  1:30	M					
AB 2 Descriptive Geometry	4  11:30					F	1
AB 3 Surveying	6  11:30		T		T		Math. 2
†AB 4 Mechanics	6  11:30	M		W		F	Math. 5
<b>Astronomy.</b>							
A 1 General	3  2:30	M		W		F	
B 2 Practical	3  2:30	M		W		F	1
<b>Physical Education.</b>							
AB 1 Fresh. Gym. (Men)	2  9:30	M		W		F	
	10:30	M		W		F	
	2:30	M		W		F	
AB 2 Soph. Gym. (Men)	2  10:30		T		T		
AB 3 Fresh. Gym. (Women)	2  3:30		T		T		
AB 4 Soph. Gym. (Women)	2  2:30		T		T		
<b>Physics.</b>							
AB 1 General	8  11:30	M	T	W	T		
AB 2 General Mathematical	6  8:00	M		W		F	Math 1 2
AB 3 Phys. Measurements	4  8:00		T				
A 4 Electricity & Magnetism	4  10:30	M	T	W	T		2 3
B 5 Dynamos & Motors	4  10:30	M	T	W	T		2 3 4 & Math. 5
AB 6 Advanced Light	5  2:30	M		W		F	1 2
†AB 7 Advanced Heat	5  2:30	M		W		F	1 2
B 8 Physical Optics	3  1:30	M		W		F	Phys. 1 2 & Chem. 1
B 9 Teachers' Course	2						
<b>Psychology.</b>							
AB 1 General & Educational	4  11:30		T		T		
AB 2 General & Social	4  8:00		T		T		
A 3 Adolescence	2  8:00			W		F	
B 4 Advanced	2  8:00			W		F	1 2
B 5 Experimental	2  1:30					F	
<b>Philosophy.</b>							
AB 1 Introduction to	4  7:00				T		Psych. 1 2
AB 2 History of Thought	4  10:30		T		T		Psych. 2
AB 3 Present Day	6  9:30	M		W		F	Psych. 2
A 4 19th Century	2  9:30		T		T		
B 5 Evolution	3  9:30		T		T		Psych. 2
B 6 How We Think	3  10:30			W		F	
A 7 Principles of Ethics	2  2:30		T		T		
B 8 Soc. & Polit. Ethics	2  2:30		T		T		

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation	Prere- quisites
<b>Public Speaking.</b>			
A 1 Extempore Speaking	2	11:30 T T 1:30 T T	
B 2 Oration Writing	3	11:30 M W F	
A 3 Advanced Oratory	3	11:30 M W F	2
AB 4 Debate	6	2:30 T T	
AB 5 Fund. Vocal Express.	6	2:30 M W F	
A 6 Dramatic Action	2	1:30 M W	
B 7 Advanced Action	2	1:30 M W	6
<b>Religion.</b>			
AB 1 Comparative	4	3:30 T F	
AB 2 Missions	4	2:30 T F	
A 3 Evid. of Christianity	2	1:30 T T	
B 4 Phil. of Religion	2	1:30 T T	
A 6 Fund. Christianity	2	8:00 T T	
B 7 Christian Ethics	2	1:30 T T	
<b>Romanic Languages.</b>			
AB 1 First Year French	8	8:00 T W T F 11:00 T W T F	
AB 2 Second Year French	8	1:30 T W T F	Fr. 1
AB 3 Third Year French	6	9:30 M W F	Fr. 2
AB 4 Fourth Year French	6	10:30 M W F	Fr. 3
AB 5 First Year Spanish	6	2:30 M W F	
AB 6 Second Year Spanish	6	2:30 M W F	
<b>Sociology.</b>			
AB 1 & 2 Theory of Sociology	6	8:00 M W F	
A 3 Social Problems	2	8:00 T T	
B 4 Race Problems in U. S.	2	8:00 T T	
A 5 Labor Movement	3	10:30 M W F	1 2
B 6 The Socialist Movement	3	10:30 M W F	1 2
B 7 The Rural Community	2	9:30 T T	1 2

## LAWRENCE CONSERVATORY OF MUSIC

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### THE FACULTY

SAMUEL PLANTZ, Ph.D., D.D., LL.D., PRESIDENT OF THE COLLEGE.

FREDERICK VANCE EVANS, DEAN OF THE CONSERVATORY,  
CONDUCTOR, PROFESSOR OF SINGING AND MUSICAL APPRE-  
CIATION.

LUDOLPH ARENS, INSTRUCTOR IN PIANOFORTE AND HISTORY  
OF MUSIC, TEACHERS' TRAINING COURSE.

ARTHUR H. ARNEKE, A. G. O., INSTRUCTOR IN HARMONY,  
PIANOFORTE, AND ORGAN.

RUBY CAMPBELL LEDWARD, INSTRUCTOR IN SINGING.

CARL J. WATERMAN, INSTRUCTOR IN SINGING AND PUBLIC  
SCHOOL MUSIC.

PERCY FULLINWIDER, INSTRUCTOR IN VIOLIN.

NETTIE STENINGER FULLINWIDER, INSTRUCTOR IN PIANO-  
FORTE, ELEMENTARY HARMONY, AND HISTORY OF MUSIC.

HERMAN FREDERICK SMITH, TEACHER IN SINGING.

ESTHER LARSON, TEACHER IN VIOLIN.

MARY MARGUERITE ARENS, INSTRUCTOR IN EXPRESSION.

AIMEE BAKER, INSTRUCTOR IN DRAWING.

CLARA H. FAIRFIELD, INSTRUCTOR IN POTTERY AND DESIGN.

J. G. MOHR, INSTRUCTOR IN PIANO TUNING.

### INFORMATION

Students entering the Conservatory of Music do so either as regular or special students. As regular students they follow prescribed courses of study, and become candidates for a certificate, diploma, or degree. As special students, they pursue such work as they may elect.

The regular courses are based upon the necessary elements of a complete musical education. It must be borne in mind that such an education has reference not only to the ability to perform in an artistic and interesting manner, but concerns as well the comprehensive appreciation and understanding of music and its allied arts, in their esthetic aspects. It becomes increasingly necessary that the musician be other than a mere performer, that he have an intelligent conception of the material of music, a firm grasp of fundamental principles, and a well defined artistic and discriminating taste. And it is equally necessary that the public school music supervisor be equipped with a teaching knowledge of drawing, or expression, and, if possible, pottery and designing. This broad education is as necessary for the cultivated amateur as for the professional. All students are strongly urged to take the regular work.

## BUILDINGS

**Peabody Hall.**—The Conservatory home, named after the donor, the late George F. Peabody, of Appleton, is an attractive stone building, containing the offices of the department, a waiting room, studios, and a beautiful recital hall.

**Practice Hall.**—The old conservatory building has been reserved exclusively for practice rooms and studios of the drawing, pottery and expression work. The rooms and studios are attractive and connected with Peabody Hall by a covered passageway, forming a convenient and valuable addition to the equipment of the Conservatory.

**Dormitories.**—The girls' dormitories are located within convenient distance of Peabody Hall. No pains are spared to maintain in these halls a homelike atmosphere and to promote friendships and social culture, both of which mean so much in the college life of young women. Each dormitory is in charge of a preceptress who lives in the building and associates with the students as friend and adviser. The price for room and board is five dollars per week.

Men students may obtain room and board at Brokaw Hall, the college dormitory for men.

## CONSERVATORY LIBRARY

In this collection are valuable books of reference under the heads of biography, history of music, esthetics of music, dictionaries, criticism, essays, etc., as well as texts on drawing, pottery, and expression.

## ARTISTS' SERIES

In selecting the concerts for the Conservatory of Music, effort is always made to present programs which not only please the public, but will be educational and will offer the best in musical literature by artists of national and international reputation. The following artists have appeared during the past two seasons: Maggie Teyte, soprano; Myrtle Elvyn, pianist (twice); Luella Chilson Ohrman, soprano; Vera Barstow, violinist; Harold Osborn Smith, pianist; Helen Stanley, soprano; Boris Hambourg, violincellist; Christine Miller, contralto; Sir Edward Baxter Perry, pianist; Merle Tillotson Alcock, contralto; Bechtel Alcock, tenor; Charles Wakefield Cadman, lecturer, composer, pianist,

with Princess Tsianina Redfeather, mezzo soprano, in native costume; John W. Nichols, tenor; Mrs. John W. Nichols, pianist; Richard Davis, baritone; Arthur Shattuck, pianist; the Kneisel String Quartet.

## EXPRESSION

The Lawrence Conservatory of Music goes on record as favoring an important feature of vocal work that is so frequently overlooked: namely, elocutionary studies. Courses are offered which all regular voice students of the department are required to take. However, a more complete course is available to those who desire to specialize in this work. One of the basic truths of all vocal endeavor is the need for just this sort of training. The prevalent American tendency to flat A's and give a provincial turn to final R's cannot easily be remedied in the singing voice until relieved in the speaking voice. Furthermore, facial expression is too often a stolid characteristic among singers. The course is designed to overcome this tendency.

## FACULTY RECITALS

One of the most helpful features of the department are the recitals by the faculty. Every semester programs are arranged in which the students hear the choicest numbers from classic writers. In the drawing and pottery work exhibitions are given of the work done, to which students and public are cordially welcomed.

## STUDENTS' CONCERTS

Throughout the season, recitals of instrumental and vocal music, as well as expression, are given in Pea-



body Hall by the students, to which their friends and the public are admitted free of charge. Towards the close of the season concerts and exhibits are given in which only the most advanced students take part, and to which also the public is invited.

### CORRELATED STUDIES

There is a tendency on the part of many music students to neglect the essential elements of a general education. To them the study of music and its allied arts is in itself so engrossing that the importance of other branches of study is overlooked. In schools where music is taught exclusively, this tendency is aggravated, but the Lawrence Conservatory of Music advises supplementary work, incidental to a general education.

### APPRECIATION

A course of lectures on "Appreciation" is offered each year, consisting of lectures on the topics of music's origin, growth, function, and the art of listening. No previous study is required to understand the course as offered. Regular students are required to take it. Any others interested may enter.

### CONSERVATORY ENSEMBLE ORGANIZATIONS

No student may claim to have a broad musical education who has not acquired the ability to participate in ensemble work; yet work of this character is often neglected in many schools of music in this country. The work of the ensemble organizations does not interfere

with or take place of the work of private instruction, but supplements it.

No expense whatever is connected with membership in any of these ensemble organizations.

### ORCHESTRA

An orchestra is maintained, giving the experience and routine necessary to become an efficient orchestra player. All pupils in the advanced grades of stringed and other orchestral instruments are entitled to membership.

### GLEE CLUBS

The glee clubs have for many years been prominent features of the college, giving annually a series of concerts in various cities of Wisconsin, besides participating in many local events. Membership is restricted to Conservatory and College students.

### CHORAL SOCIETY

The Philharmonic Choral Club numbers one hundred and fifty voices, composed of students and local residents. Dean Frederick Vance Evans is director. Its purpose is to give oratorios, cantatas, and part-songs in the local musical world. The conditions of membership are a voice of fair effectiveness, a correct ear, and regularity in attendance.

### MUSIC FESTIVAL

The Spring Music Festival is held for the purpose of advancing the musical interests of the community. Such advantages as are offered at this time are rarely to be

found outside of large cities. The festival consists of three concerts: a symphony evening, a matinee of soloists and orchestra, and a final concert given by the Philharmonic Choral Club, assisted by the orchestra and soloists. It is under such conditions that music makes its supreme appeal, and students are fortunate who can thus have their inspiration aroused. Such occasions enlarge their musical appreciation and fire their ambition.

### DRAWING, EXPRESSION, DESIGNING

The work of drawing, expression, pottery and designing is an integral part of the Conservatory and is organized for the purpose of widening the opportunities of students in the various departments. It is equipped to meet all immediate needs of those who would specialize in these subjects. The specialized and individual instruction in small classes, and a more definite approximation of the departments, suggest some of the lines in which advance is being made over previous years. In addition, students will find here a scholastic and social atmosphere that inevitably enlarges the vision and invigorates the creative faculty. There is also the opportunity to combine the drawing and expression instruction in the related course of Public School Music and to receive a limited amount of college credit,—an advantage offered by few schools anywhere. This will appeal especially to those intending to become public school music supervisors.

## COURSES OF INSTRUCTION

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### THE PIANOFORTE

A systematically developed technical foundation is the first requisite in pianoforte playing. This is accomplished by a carefully selected and graded set of exercises and studies, designed to bring about that control of the muscles without which artistic results cannot be attained. At the same time, the musical concept of the student receives especial attention. In the regular course, Bach and Czerny are the principal aids to technical advancement. The works of Mozart, Haydn, Beethoven, Schumann, Schubert, and Chopin are also used, but not to the exclusion of modern writers. Clearness of conception, distinctness of phrasing, variety of tone, good rhythm, and technical accuracy are the main points insisted upon.

As the student advances, interpretation becomes a special study, and characteristics of each of the great tone poets must be well grasped. The various emotional, intellectual, and physical faculties are brought into that harmony and approximation which results in artistic performance. Opportunity is offered for the study of piano concertos with orchestral accompaniment.

**Preparatory.**—Correct position of arms and hands; major and minor scales,—Herz, Bertini and others; Streabbog Op. 63 and 64; Czerny: *Selected Studies*, Book I. (Liebling Edition), or Loeschhorn's Op. 65, Koeler, Bertini, Streabbog, or Bach; Heller's Op. 45; easy pieces.

**Academic.**—Scales, arpeggios and chords, continued; Heller, Op. 45 (continued); Czerny (Books II and III, Liebling Edition), or Cramer, Mertke, or others; Krause, *Etudes* Op.

2; Cramer (Books I. and II.); Sonata, Op. 47, No. 2, Clementi; Mozart, easier sonatas; easier Haydn sonatas; etudes and pieces by standard composers.

**Junior.**—Chords, arpeggios, octaves, etc. (Voight, Liebling, Czerny and others); Czerny, Op. 299 or 740, and *Forty Daily Exercises*; Bach, *Inventions*, (Two and Three Voices); Bach, *English Suites*; Foote, *Etudes*, Op. 27; Mozart, sonatas; Chopin; compositions from ancient and modern composers.

Note: The foregoing courses of study, including two semesters of harmony, two semesters of musical history, and the course in Teachers' Training, are the requirements for the Teacher's Certificate Course.

**Senior (Diploma).**—Technical work continued; difficult studies, (Czerny, Cramer, Heuselt, Moscheles, or others); Clementi, Gradus; Bach, *Well-Tempered Clavichord*, (Book I.); Beethoven, sonatas; Seeling Etudes; Compositions by Chopin, Schumann, Mendelssohn, Moszkowski, Brahms, Godard, Grieg, MacDowell, Liebling, and others; second year harmony, analysis and counter-point.

**Senior (Degree Course).**—Moszkowski, *School of Virtuosity*; Bach, *Well-Tempered Clavichord* (Book II); Beethoven, sonatas; musical form and analysis; compositions and concertos by Chopin, Weber, Schumann, Rubinstein, Handel, Liszt, Grieg, and others.

## BACHELOR OF MUSIC DEGREE

Bachelor of music degrees are conferred on those completing the various courses of the Conservatory who have in addition, thirty hours of credits in the College of Liberal Arts.

## VOICE CULTURE

Singing is an emotional art, but the mechanics must nevertheless be thoroughly understood. The mere pos-

session of emotion and voice avail nought unless one study the methodical and mechanical aspects and perfect himself in the control thereof. Method must be so completely mastered that the layman who listens is not burdened with the effort the singer puts forth. The singer who cannot control his singing muscles so as to bring out the best tone of his voice, will acquit himself poorly, no matter how much temperament he may possess.

An instrumentalist buys his instrument, and merely has to learn to use it. The singer commences farther back. Even if this instrument is given to him in a perfect state, it rarely remains perfect until he is ready to use it. He must not only repair it if it has suffered injury during childhood, but even if it is in perfect condition when he essays to learn to sing, he must master its various uses so that he may preserve it uninjured; and not only that, he must develop it by constant and right use. It is only when the mechanics are thoroughly mastered and subjected to psychological control that the artist really appears. There are favored individuals appearing from time to time, who are said to sing naturally. They are rare. In any case, if they do not know how they sing, they can never teach; for to teach, one must not only know how to do a thing, but be able to demonstrate how it is done.

There is no way to make the study of vocal art easy. While the fine arts are all expressions of the highest forms of our emotional and mental being, the gift of song seems to be at once the most difficult to master, yet the most common. For this reason vocal study



should be slow and sure, and above all, under the guidance of painstaking and competent teachers.

The outline of courses follows:

## VOICE CULTURE

**Preparatory Course.**—Breath control, voice placing, tone production; Concone, Sieber, Vacchi, and Marchesi; easy songs in English; French and German; rehearsals in the Philharmonic Choral Club; piano.

**Academic.**—Development of range; exercises for flexibility; vocalises by Concone, Bordogni, and others; beginning of repertoire of standard songs in English; French and German; history of music; rehearsals in the Philharmonic Choral Club; Piano.

**Junior.**—Advanced vocalises; continuation of technical development; harmony; rehearsals in the Philharmonic Choral Club; standard operatic arias; study of oratorio; modern song literature.

Note: The foregoing courses of study are the requirements for the Teacher's Certificate Course.

**Senior (Diploma).**—Development of repertoire; harmony; preparation for church, oratorio, and concert; study of operatic roles; rehearsals in the Philharmonic Choral Club.

## VIOLIN

The art of violin playing has made such rapid strides within late years that it has become a prominent feature in musical institutions of standing; therefore, great improvements have been made in methods of instruction, in accordance with which this department aims to keep pace.

Quality is sought rather than quantity, both in practice and in presenting works of art. Great emphasis is placed on habits of practice, and the student's men-

tal grasp of the work is developed in accordance with the technical phase. The playing aloud of a composition should be no more necessary for its understanding than the reading aloud of a piece of English prose.

For graduation the pupils must present a complete list of music studied, and must give a public recital and read at sight a composition selected by the faculty.

**Preparatory and Academic Course.**—Sevcik, *Violin School*, Op. 6, Nos. 1 to 7; Meerts, *Elementary Studies*; *Gymnastics* by Leonard; *Studies* by Kayser, Mazas, Schradiek, etc.; soli with piano accompaniment by Dancla, Sitt, Jacoby, De Beriot, and others; history of music.

**Junior—Teacher's Certificate.**—*Studies* by Kreutzer, Rode, Dont, Meerts, Schradiek, sonatas by Tartini, Nardini, Handel, Haydn, and others; concertos by Viotti, Rode, De Beriot; harmony.

**Senior—Artist's Course.**—Caprices by Paganini; sonatas by Bach; soli by Wieniawski, Sarasate, and others; concertos and miscellaneous compositions by Vieuxtemps, Mandelssohn, Bruch, Dvorak, Beethoven, Brahms, Grieg, and others; harmony.

## HISTORY OF MUSIC

This work covers one year. The Conservatory has a valuable reference library placed in Peabody Hall for the use of students during the school year.

## ORGAN

A certain facility at the piano is necessary before the study of the organ can be taken up successfully.

**Preparatory.**—Stainer, *Organ Primer*; Carl, *Master Studies*; Bach, chorales; easy pieces by Smart, Merkel, Guilman.

**Academic.**—Carl, *Master Studies*; Nilson, *Pedal Studies*; Bach, short preludes and fugues; hymn tune playing; compositions by Guilmant, Rheinberger, Whiting; history of music.

**Junior.**—Bach, preludes and fugues; Nilson, *Pedal Studies*; studies in registration; sonatas by Guilmant, Rheinberger; Merkel, Mendelssohn; harmony.

**Senior.**—Bach, greater preludes; fugues; Nilson, *Pedal Studies*; concertos and symphonies by Handel, Widor; harmony.

## THEORETICAL COURSE

### FIRST YEAR

**First Semester.**—*Harmony: Scales*—major and minor; intervals and chords; principal triads of the major scale; principal triads of the minor scale; chord of the sixth; chord of the sixth and fourth; chord of the dominant seventh with its inversions; secondary triads with their inversions; ear training; dispersed harmony; chord of the dominant ninth in major; chord of the dominant ninth in minor; chord of the seventh on the leading tone; chord of the diminished seventh.

**Second Semester.**—Modulation to closely related keys; analysis of hymns; original four-part writing; ear training; modulation (continued); secondary seventh chords in major and minor with their inversions; chorale and chant; chromatic passing tones; original writing and analysis; mixed chords; ear training.

### SECOND YEAR

**First Semester.**—Mixed chords (continued); enharmonic changes; irregular resolutions of the dominant seventh chord; modulation to remote keys; non-harmonic tones; suspensions, retardation, appoggiatura, anticipation; passing tone and embellishment; accented and double passing tones; obligato melody; organ point; inverted pedal; melodic figuration; harmonization of florid melodies; accompaniments;

chromatic scale harmonized; figured chorale; original writing; ear training and dictation.

**Second Semester.**—*Analysis and Counterpoint:* Analysis of Mendelssohn's *Song without Words*; Mozart's and Beethoven's sonatas, and other classical and modern compositions; counterpoint in two parts (first species); counterpoint in two parts, (second species); ear training and dictation; analysis (continued); canon and fugue; counterpoint (continued) in two and three parts (first, second, third, and fourth species).

## GRADUATE

### BACHELOR OF MUSIC COURSE

**First Semester.**—Triads and seventh chords; the broken chord; reduction; modulation; the appoggiatura; the appoggiature chord; the free tone; the embellishment; the suspension; the anticipation; the free anticipation; the retardation; the organ point; the pedal; dispersion of chord members; altered chords; the supertonic seventh with sharp third; other altered steps; consecutive dominant sevenths.

**Second Semester.**—Enharmonics; assumption of keys; incomplete modulation; the deceptur resolution; passing diminished seventh chords; the diminished seventh on the raised fourth; the augmented sixth chords; modulation down a minor second by an augmented chord; chords with a diminished third or hidden augmented sixth; embellishment of the tonic six-four in a cadence; consecutive tonics; chromatic passing chords and passing sequential figures; the sequence; two simultaneous harmonics; the skip resolution; the church modes and unusual cadences; two-part writing; one-part writing and the cadenza; reduction: its application in memorizing and in sight playing; musical form.

### PUBLIC SCHOOL METHODS

The purpose of this course is to equip men and women to supervise and teach music in the public schools. As the systems of instruction differ, students

become familiar with such systems as the "Modern" (Silver Burdett), "Eleanor Smith" (American Book Co.), the "Educational" (Ginn & Co.), etc.

Two school years are employed in the completion of this work. But to complete within this time, the course requires diligent study, regular practice, talent for music, and marked ability for teaching.

The entrance requirements are: (1) A good general education. A high-school education or its equivalent is necessary to secure a desirable position; (2) Talent for music, an agreeable voice, and the ability to interpret the music used in the elementary grades of the public school. (3) The ability to read simple music at sight.

**First Year.**—Public-school methods; sight reading; notation and terminology; ear training, dictation, writing; history of music; harmony; melody writing; private lessons in voice and piano; rehearsals of Philharmonic Choral Club for the study of the oratorio.

**Second Year.**—High-school methods; ear training and dictation; advanced harmony; form and analysis; psychology and pedagogy; child voice training; song interpretation; private lessons in voice and piano; rehearsals of the Philharmonic Choral Club; thesis on some professional subject.

**Method and Material.**—A study is made of methods of teaching music in the elementary grades, which conform to sound pedagogic principles. The following topics are discussed in lecture and class work:

Purpose of public-school music; correct position of body; breathing; care and training of the child voice; what to do with monotonies; simple ear training and dictation exercises; major scale and manner of presentation; tonic *sol-fa* hand signs; interval drill; development of the sense of rhythm in children; how to teach the problems of rhythm; how to

unite time and tone; devices; beating time; note singing; staff represented in simplest manner; scale names, pitch names and syllable names; notation and terminology; use of the pitch pipe; how to secure individual proficiency; plan of study in exercise and songs; vocalization; classification of voices; part singing; principles of sight singing; written work; visualization; tone thinking; how to teach chromatics; problems of rhythm; bass clef, triads, modulation, minor scale; importance of individual work; value of song singing as a basis for future study; use of the baton; art of conducting; practice teaching, suggestions in presentation; how to assign and conduct a lesson; song interpretation, enunciation, phrasing; expression; style; technique of class management; study of material and method of presentation from the first to the eighth grades inclusive.

## HIGH-SCHOOL METHODS

**High-School Chorus.**—Organization; classification of voices; seating of chorus; management of the chorus; how to awaken interest; discipline; results; directing; examination of high-school material.

**Musical Appreciation.**—This study should be added to the singing of choruses and part songs now to be systematically chosen from the greater composers, and to the hearing of solo songs and the instrumental composition similarly chosen. Analysis of the form and the content of these compositions, together with contributory study of musical history and biography.

**Sight Reading.**—Drill in scale and interval singing; time subdivisions; part singing.

**Notation and Terminology.**—A complete review of musical notation is given, to insure absolute accuracy in the use of notation and such skill and speed as will enable teachers to make neat blackboard exercises for sight reading and drill.

**Ear Training and Dictation.**—Work in the objective study of tone; written work. Writing melodies from memory is



followed by writing of songs in two and three parts. Rapid singing of four measure, phrases by the teacher and the writing of these by pupils, soon lead to the habit of both seeing and hearing by phrases rather than note by note.

**Melody Writing and Elementary Form.**—Analysis and construction of melodies; place of melody writing in the school room; elements of form; the phrase; the period; the binary and ternary structures; thorough analysis of children's songs and other music adapted for use in schools; the small song forms named above are made familiar.

**Song Interpretation.**—The chief aim of music study in schools is the interpretation of the musical expression of others; as the formation of correct ideas is essential in all art teaching, there is no more important phase of music study than that of correct song interpretation. Songs adapted for the different grades will be sung. Each student completing the course will perform thirty songs appropriate for use in the grades. The songs must be committed to memory and played as well as sung.

**Psychology and Pedagogy.**—A study of the relation of psychology and pedagogy to musical education. Text-books: Halleck's "Psychology"; White's "Art of Teaching," and Farnsworth's "Education through Music."

**Harmony: Musical Form and Analysis.**—All students in public school music are required to complete the course in harmony, form and analysis as outlined for junior and senior years of the Theoretical Course. Two years are required.

**Musical History.**—A general study of musical events of the earlier times to the present is made. Text-book: Hamilton's "Outlines of Musical History." Collateral readings and essays on musical topics. This course requires one year.

**Pianoforte and Singing.**—Every music supervisor should be able at least to play accompaniments and follow an instrumental score in conducting. One of the important phases of the work is the care of the child voice; therefore it is important that the music supervisor have a well-placed voice and a tone quality worthy of imitation by children under his

instruction. The importance of the above cannot be too strongly emphasized.

Aside from the above class work, all students studying the public school music course are required to take private instruction in voice and piano.

## DRAWING, POTTERY, AND DESIGN

### GENERAL COURSE

#### *First Semester—*

- a. Freehand drawing in light and dark with charcoal, pencil, and pen and ink; perspective. Two half-days.
- b. Figure drawing in charcoal and pencil. One half-day.
- c. Color. The theory of color harmony; the technique of water color and crayon; sketching; illustration. One half-day.
- d. Design. Principles; problems of space filling; development of designs from flower forms. One half-day.

#### *Second Semester—*

- a. Advanced drawing from still life and the cast. One half-day.
- b. Figure drawing continued. One half-day.
- c. Illustration. One half-day.
- d. Composition and Applied Design. Analysis of great compositions by the masters; design in its relation to the arts and crafts; historic ornament. One half-day.
- e. Public school methods. Required of those expecting to teach. One half-day.

### ELECTIVE COURSES

1. Mechanical Drawing and Architectural Design. Miss Baker.
2. Leather Work. Miss Baker.
3. Decorative Design. Mrs. Fairfield.
4. Pottery. Mrs. Fairfield.

## HONOR SYSTEM

All written examinations are conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind nor received aid from any source." The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the dean any irregularity or evidence of dishonesty he may have obtained during the period of the examination. The dean will weigh the evidence submitted and will inflict such punishment as in his judgment the case seems to justify.

## PIANO TUNING

This work is provided with ample accommodations for a systematic course of instruction to qualify thoroughly any who desire to make tuning a profession. The course is recommended to those who are to become teachers in sections of the country where competent tuners are not to be found.

**Outline of Course.**—Pitch and relation of intervals as applied to tuning. Structure of temperament. Acoustics, embracing the theory of scales, harmonics, beats and temperaments. Construction of piano forte. Mechanism of action in minutest detail. Stringing. Action-regulating. Setting up piano action. Voicing. Rebuilding worn pianos.

## TERMS OF TUITION

The Conservatory of Music does not contend that its tuition is the cheapest, but it does claim—and investigation will substantiate this claim beyond contention—

that for the grade of instruction offered, the rates are as low as those to be found anywhere,—and this without considering the many free advantages offered students. The teachers for whom the highest rates are charged, rank high in their profession. The intermediate teachers are musicians of good standing, thoroughly competent to give instruction to the most advanced student. The preparatory teachers in most cases have done graduate work in this institution. Their education has been along the broadest and most approved lines and all have had ample experience as teachers.

A special catalogue of the Conservatory, in which a full schedule of courses and tuition is given, is published by the department and will be furnished on application.

For further information, address

FREDERICK VANCE EVANS, Dean.

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STUDENTS

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*GRADUATES.*

Bounds, Florence Latin and German	Appleton
Brayton Helen Economics	Appleton
Brooks, Lavern Education and Economics	Racine
Dickerson, Fred G. Economics and Astronomy	Chicago, Ill.
Fry, George Economics and Sociology	Claremore, Okla.
Hatlestad, Anton Philosophy	Almond
Ketchum, Ray N. Chemistry and Physics	Superior
Knutzen, Lorenz Economics and Hebrew	Watertown
MacInnis, George K. Sociology	Edgerton
Smith, Herman F. Music	Orange, Cal.
Tink, S. J. Philosophy	Wauwatosa

*SENIORS*

Bach, Harold Olav	Neenah
Baker, Irvin Volney	Mattoon
Beach, Katheryn Florence	Whitehall
Benyas, Hannah	Appleton
Boase, Milton Samuel	Ishpeming, Mich.

Bouchard, Adelbert George	Munising, Mich.
Bruce, William Robert	Appleton
Caves, Reginald	Hancock
Cotton, Hester Lucretia	Escanaba, Mich.
Cramer, Raymond Bert	Appleton
Eggleston, George K.	Dallas
Erb, Irma Kassandra	Appleton
Feldt, Alice Cameron	Oshkosh
Fell, Florence Emily	Mayville
Ford, Willard S.	Sparta
Frawley, Ethel Marie	Chilton
Goble, Lela Annette	Lancaster
Godfrey, Laura L.	Milton
Gregory, Dorothy Mary	Hancock, Mich.
Harper, Emma Christene	Appleton
Hogg, Frances Marguerite	Melrose
Hooper, Inez	Palmyra
Hornibrook, Edith Helen	Milwaukee
Humble, Ida Mae	Antigo
Jennings, William A.	Fort Recovery, Ohio
Johns, Donna Hazel	Michigammie, Mich.
Kellner, Lewis John	Manitowoc
Kopplin, Elsie	Green Bay
Marcy, Lucile	Colfax
Martin, Ella May	Milwaukee
Misdall, Hugh Alexander	Appleton
Mix, Chase Frederick	Crookston, Minn.
Morse, Bertha May	Tomahawk
Oberdorfer, Jessie Mae	Stephenson, Mich.
O'Brien, Stella Ruth	Iron River, Mich.
O'Rourke, Lawrence J.	Appleton
Otto, Olive	Appleton
Peckham, Carrie S.	Grand Rapids
Schottky, Oleda	Appleton
Sherman, Ethel	Appleton
Smith, Mariem	Oakfield
Smith, Minnie	River Falls
Stiles, Mary Jane	Sturgeon Bay
Stuart, Edith	Seneca



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Sweetman, Marjorie Mae	Appleton
Tichenor, Lauren E.	Waupun
Tippet, Walter	Appleton
Van Dusen, Earl C.	Onaga, Kan.
Velte, Wallace L.	Poysippi
Wentz, Arno E.	Plymouth
Whiston, Lionel Abney	Berlin

*JUNIOR*

Abrahamson, Elmer Julius	Sparta
Ames, Dorothy Ora	Monroe
Austin, Miner Manly	Reeseville
Baird, Parker Karns	Monroe
Bamford, Mabel	Plymouth
Benyas, Eva	Appleton
Berry, Floyd	Gladstone, Mich.
Bishop, Lena Rose	Coloma
Boardman, Aimee	New Richmond
Cawley, Norman	Exmouth, England
Chapman, Jesse M.	Tunnel City
Cheney, Russell S.	Barron
Cochrane, Jessie Margerite	Fox Lake
Coleman, Lyle Russell	Ellendale, N. Dak.
Cragoe, Bessie L.	Oakfield
Cripps, Emily	S. Kaukauna
Davis, Arthur Dorsey	Appleton
Davis, Olive Isabel	Appleton
Day, Charles Louis	Evansville
Eickman, Linda	Appleton
Exley, Nora Sarah	Menasha
Fisk, Harry Howland	Green Bay
Franske, Albert Leonard	Appleton
Gerth, Etta	Beaver Dam
Gibson, Ellen	Green Bay
Glaser, Lydia Naomi	Appleton
Gordon, Laura Margaret	Iola
Groos, Louis Philip	Escanaba, Mich.
Hayter, Esther Mary	Shawano
Hogan, Violet	Kaukauna

Holbrook, Dorothy Ingalls	Appleton
Hooley, Henry Kent	Milwaukee
Hudson, Ruth Charlotte	Green Bay
Humphreys, Roy L.	Toluca, Ind.
Hurley, Addie Mae	Green Bay
Hunting, Clyde A.	Marinette
Jenney, Blanche	Owosso, Mich.
Johnson, Arthur J.	Beloit
Kayser, Ellen Besta	Green Bay
Keene, Zella Theoda	Leon
Kellman, Anna Dean	Galesville
Ketchum, Helen A.	Eau Claire
Kurz, Estella Helen	Appleton
Lewis, Paul E.	Weyauwega
Lueck, Elsie	Merrill
Mackin, Ida Estelle	Boardman
Marsh, Clara Church	Appleton
Mitchell, Clarence Millard	New Richmond
McCleneghan, Frederick Logan	Rockford, Ill.
McCourt, Irene	St. Croix Falls
McCray, Merle Edna	Green Lake
MacInnis, Earl Carlyle	Edgerton
Nelson, Carl	Aurelia, Iowa
Nigh, L. Grant	Barton
North, John Herschel	Edgerton
Noyes, Harriett Decker	Freewater, Oregon
Peterson, Arthur	Eau Claire
Rawlins, Ruth Clare	West Allis
Riesenweber, Marguerite	Appleton
Roderic, May	Brodhead
Roels, Henry	DePere
Ronneberg, Conrad Erwin	Oakes, N. Dak.
Ross, Bernice Vida	Eau Claire
Saecker, Carleton Engler	Appleton
Sharp, Dora	Milwaukee
Silver, Mildred	Milwaukee
Sliter, Milton J.	Stanley
Spitz, Mariam Rae	Appleton
Spray, Chloe	Racine

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Stecker, Bernard	Neenah
Stevens, Katherine Maia	Chicago
Stone, Edward Payson	Iola
Sugerman, Helen A.	Appleton
Swann, Elmer Taylor	Brodhead
Taylor, Harold K.	Orfordville
Thompson, Alden Wilbur	Appleton
Van Lone, Grant	Appleton
Watson, Lloyd Robert	Brandon
Webb, Mary Dorothy	Lancaster
Weiland, Cecile	Appleton
Whitmore, Ethel	Menasha
Willard, Harold Gerrish	New London
Winger, Della	Grand Rapids
Witthuhn, Elmer William	Appleton
Wittman, Arthur C.	Merrill
Younger, Frank B.	Appleton
Younger, George	Appleton
Youtz, Merrill Arthur	Appleton
Zellmer, Amil W.	Fairwater

*SOPHOMORE*

Anderson, Arthur William	Mountain
Anderson, David O.	Rockford, Ill.
Armen, George K.	Talas, Turkey
Arnold, George Matthias	Escanaba, Mich.
Ashley, Dorothy Ruth	Superior
Baumgarten, Irma Wilma	Neenah
Beach, Burns Williams	Fort Atkinson
Beach, Earl	Fort Atkinson
Bergstrom, Nathan H.	Neenah
Berry, Earl	Gladstone, Mich.
Bowden, John Thomas	Negaunee, Mich.
Brown, Frederica Klabade	Monrovia, Liberia
Brown, Nellie M.	Beaver Dam
Brown, William Walker	Menasha
Buckmaster, Bayard A.	Marshfield
Campbell, Constance Lucile	Neenah
Cook, William Henry	Kaukauna

Dawley, William Henry	Royalton, Minn.
Dawley, Virgil Homer	Royalton, Minn.
Eastman, Lydia Marsh	Plymouth
Eddy, Corinne Schenck	Indianapolis, Ind.
Eddy, William Chaffee	Shelbyville, Ill.
Evans, Bryant McAllister	Waupaca
Evans, John R.	Racine
Fillmore, Eva	Barron
Forman, Leland M.	Neillsville
Gilmour, Robert Andrew	Calumet, Mich.
Glaser, Freda	Appleton
Grady, Henry Herman	Saukville
Green, Verónica Joseph	Appleton
Hagen, Earl F.	Lake Linden, Mich.
Hagen, Lilyan	Appleton
Hall, Emma Eliza	Appleton
Hardy, Charles Edson	Kenosha
Hardy, Richard L.	Kenosha
Hazen, Meribah	Waupun
Herbst, Agnes May	Fairchild
Herold, Elmer	Prairie du Chien
Hirt, Anna Louise	Deerbrook
Hoenig, Fred Donald	Chippewa Falls
Hogan, Daniel	Appleton
Hogg, Charles Stanley	Melrose
Hooper, George W.	Palmyra
Houghtaling, Jules Verne	Rockford, Ill.
Huberty, Edward H.	Plymouth
Hunt, Marion J.	Greenwood
Irish, Foster William	Eau Claire
Jacobson, Mervin E.	Oconomowoc
Jacobson, Ollie	Oconomowoc
Johnson, Walter V.	Menasha
Jones, Catherine Sara	Cambria
Jones, Gladys	Randolph
Kautsky, Marie	Colby
Kirkpatrick, Forrest R.	Chippewa Falls
Kitto, Claude Taylor	Dollar Bay, Mich.
Kleist, Raymond George	Brillion

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Kline, Anne M.	Kaukauna
Knapp, Kenneth Ivan	Albany
Lehner, Otto_P.	Oconto Falls
Lindley, Philo Lyman	Chippewa Falls
Mason, Dorothy Quincy	Gladstone, Mich.
Medway, Hazel Irene	Wauwatosa
Merrill, Dorothy	Green Bay
Metcalf, Charles Winthrop	Janesville
Mihelchech, Peter	Calumet, Mich.
Misdall, Selma Amelia	Appleton
Moody, John Lawrence	Weyauwega
Murphy, Newton Samuel	Milwaukee
Macfarlane, Henry Dudley	Oconto
MacRae, Wendell H.	Laurium, Mich.
McFetridge, George	New Richmond
McNutt, Lila Elizabeth	Hortonville
Oldenburg, Jessie Ingebor	Green Bay
Oosterhuis, Trester	Waldo
Packard, Dorothy	Appleton
Packard, Nina	Appleton
Paul, Gladys	Milton Junction
Pinkerton, Blanche Irene	Waupun
Pinkerton, Jennie Louise	Brandon
Pinkerton, Ruth Mary	Waupun
Pratt, Grace Estelle	Barron
Reeves, Leslie Hiram	Oconto
Rekydal, Theodore J.	Westboro
Reynolds, Olive	Kaukauna
Richardson, Katheryn Marie	Iron River, Mich.
Ritchie, E. Margaret	Appleton
Ritter, Isabel E.	Columbus
Rogers, Emery Sidney	Marion
Ryan, Madge Irene	Bloomington
Sampson, Roy C.	Wausau
Schaal, Eugene	Gillett
Schaub, Reginald Rolletter	Oconto Falls
Schneider, Frank	Appleton
Schneider, Robert W.	Fort Atkinson
Schulte, Evelyn Josephine	Hancock, Mich.

Scott, Laura Estelle	Rapid River, Mich.
Shattuck, Harold L.	Chippewa Falls
Skewes, Alice Ruth	Union Grove
Smith, Robert James	Appleton
Stanton, Del Thomas	Ellsworth
Strathearn, Janet Nelson	S. Kaukauna
Stroud, Anna Laurie	Oshkosh
Struve, Marie A.	Plymouth
Symons, Dorothy Nellie	Oconto Falls
Taylor, Helen Slocum	Janesville
Taylor, Lorine Linea	Waupun
Thomas, Ethel C.	Appleton
Thomas, William Ellis	Potosi
Thompson, Colonel Herman	Prairie du Chien
Tiegs, Harvey A.	Lena
Tripp, Margaret M.	Green Bay
Voelker, Dorothy	Manitowoc
Walch, Marietta	Mondovi
Walterbach, Edwin Herman	Marshfield
Wendt, Grace Florence	Ashland
Wentworth, Adele	Edgerton
Wilkinson, Briton	Shullsburg
Wilkinson, William Russell	Shullsburg
Williams, Lola Margaret	Janesville
Winton, Eugene Ward	Appleton
Wishek, Esther Barbara	Ashley, N. Dak.
Wolfe, Doris Anna	Gladstone, Mich.
Wright, Allyn Lee	Columbus
Wright, Erhard Patrick	Marshfield

*FRESHMAN*

Agner, Edna Ruth	Burlington
Ainsworth, George MacKenzie	Shawano
Ainsworth, Robert Henry	Shawano
Anthes, Ada D.	Clintonville
Armen, Meghrouni	Cesarea, Turkey
Arnquist, Halvor Willett	Hudson
Arnquist, Samuel	New Richmond
Atkinson, Francis	Albany



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Baldwin, Eden John	Milwaukee
Baldwin, Mabel	Munising, Mich.
Behnke, Carl Edwin	Manawa
Bennett, Glenn	Dodgeville
Berdan, Walter Adolph	Auburndale
Bibby, Joseph W.	Galesville
Birdsall, Agnes Elizabeth	Algoma
Blair, Carrie	Hancock
Blashfield, Herbert W.	Boscobel
Blotz, Elizabeth	Dodgeville
Boase, Chelsea	Mineral Point
Boyce, Ruth H.	Oconto Falls
Brewer, Richard Wallace	Mineral Point
Brightman, Fern	Larsen
Bristow, Everett Evans	Waupaca
Broughton, Lawrence V.	Stanley
Brown, William DeForest	Bloomington
Bugher, Charles A.	Ladysmith
Butts, Jay W.	Mason City, Iowa
Cass, Lee G.	Ladysmith
Chapin, Olive Katherine	Evansville
Cheney, Lois M.	Barron
Christensen, Johannes	Berlin
Clark, Elva Helen	Cando, N. Dak.
Cole, Dwight E.	Marshall
Conrad, Bradley Barker	Janesville
Corr, Alice Ruth	Juneau
Court, John R.	Appleton
Cranston, Ruby	Menomonie
Curry, Carrie Eva	Darlington
Dahle, Artman	Sun Prairie
Daniel, Margaret Lillian	Randolph
Davis, Kathryn Avery	Galesville
Delbridge, Helen Gertrude	Oconto Falls
Dean, Harry Carpenter	Glenwood City
Dewey, Sarah Ione	Fond du Lac
Donner, Helen Hunt	Green Bay
Doty, Edward Duane	Waupun
Dunn, Lawrence	Appleton

Dunning, Jeanette Lee	Concord, Mass.
Eastman, Lawrence W.	Kenosha
Edwards, Wilmer Charles	Marion
Elg, Erich George	Green Bay
Elliott, William W.	Oregon
Ellis, Asher	Appleton
Evert, William B.	Prairie du Chien
Feldmann, Hans	Milwaukee
Fell, Sidney David	Mayville
Fenton, Clyde	Kimberly
Findeison, Ruth Leona	Green Bay
Finney, Roderic Upham	Marshfield
Flood, Olaf	Galesville
Folley, Walter Clark	Waupun
Francis, Hugh Huntington	Bloomer
Gabelein, Charlotte	Menomonie
Gibson, Maurine	Des Moines, Iowa
Gochnauer, B. Barrett	Appleton
Green, Raymond	Milwaukee
Griffiths, James Harry	Longport, England
Gustin, Charles	Oconto Falls
Hackworthy, Clement Robert	Appleton
Haese, Luella Lydia	Reedsville
Hambrook, Robert William	Winneconne
Hampel, Elfrieda	Appleton
Hanson, Harold Eugene	Stoughton
Harper, Ruth E.	Appleton
Havens, Marion	Kenosha
Heath, Gardner Shepard	Hubbell, Mich.
Hill, Geraldine Glasgow	Crystal Falls, Mich.
Hinrichs, Gordon Theodore	Madison
Hinton, George William	Sparta
Hirt, Bertha Elma	Deerbrook
Hoernke, Frank Charles	Oconto
Hogan, Mrs. Elda	Appleton
Holstein, Gladys Mae	Fort Atkinson
Holt, Mary	Berlin
Holtz, Harold	Columbus
Hughes, Clarence Victor	Lake Mills

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Hull, James Winfred	Stevens Point
Hull, Lois Margaret	Black River Falls
Huqe, Roy William	Morristown, N. Dak.
Irish, Charles H.	Bloomington
Irwin, George Howard	Lodi
Jackson, Kenneth Hockra	DePere
Jacobson, Byron Everett	Park Falls
Jaekel, Howard Wallace	Antigo
Johnson, Dorothea Catherine	Menasha
Jones, Robey Isabel	Endeavor
Keith, Cecile M.	Rhinelande
Kimball, Kendrick Leonard	Neenah
Kimball, Leona	Briggsville
Klein, Mike	Appleton
Kommer, Madeline Thelma	Wausau
Kreitzer, Augusta	Sawyer
Kuehmsted, Russell O.	Appleton
Lampert, Mineftawa	Wausau
Lange, Duane	Eau Claire
Larson, Muriel Estelle	Neenah
Laut, Margaret D.	Wausau
*Lidell, Norwald	Chippewa Falls
Liebenstein, Franklin Leslie	Cascade
Lindemann, Oscar	Manitowoc
Lowry, Howard James	Colfax
Luce, Harold Walker	Hancock
Luecker, Elmer William	Brillion
Lyon, Don Scott	Menominee, Mich.
Martin, Leslie	Shawano
Mathys, Della Mabel	Arcadia
Mattke, Bernice Lucile	Baraboo
Meadows, Mary Vance	Wausau
Meating, Earl Henry	New London
Metcalf, Mary Eleanor	Berlin
Metcalf, Stanley	Janesville
Millard, Jennie	Appleton
Millard, Ruby L.	Appleton

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\*Deceased.

Mitchell, Rexford Samuel	Manawa
Moe, Parker E.	Stoughton
Monk, Floyd G.	Neillsville
Moss, Charles W.	Mattoon
Mouat, J. Stuart	Janesville
Moyer, Julia Anne	Monroe
Mundt, Lillian	Deer Creek, Minn.
Murphy, Agnes	Elk Point, S. Dak.
McCourt, Earl	St. Croix Falls
McKee, Pauline M.	Barron
McKnight, Marie	South Wayne
McMullen, Vivian Geraldine	Chilton
Nehls, Margaretta	Lancaster
Nickel, George H.	Appleton
Nicolls, Evelyn	Wausau
Nimits, Charles L.	Marinette
Otto, George Gerald	Appleton
Owens, Ralph Burnham	Fort Atkinson
Pagenkopf, Henry A.	Wausau
Parks, Hazel Mae	Sherry
Passmore, Dempster Stewart	Iola
Peck, George Burbank	Chicago
Peck, Harold B.	Berlin
Peck, Margery	Berlin
Pettersen, Esther	Ephriam
Pierce, Josephine	Appleton
Pond, Stuart Andrew	Janesville
Preston, Don Leonard	Bangor
Proper, Ralph E.	Clear Lake
Puchner, Irving Alfred	Edgar
Radford, Anna L.	Hermansville, Mich.
Raether, Ellen Lola	Humbird
Rasmussen, Ernest Jesse	Hammond
Richter, Esther	Highland
Richter, Joseph Jacob	Highland
Richter, William George	Weyauwega
Riner, Paul Gates	Oconto Falls
Roberts, Myra Maud	Birnamwood
Roberts, Myrtle F.	Birnamwood

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Roemer, Matthias	Appleton
Rogers, Robert	Nashville
Ross, Dorothy	Appleton
Saecker, Austin H.	Appleton
Sande, Eva Marie	Neenah
Scheckler, Guy B.	Racine
Schultz, Edward George	Kendall
Shand, John' Park	Ishpeming, Mich.
Sherman, Harold William	Appleton
Sherwood, George Stevens	Kendall
Shipman, Oswald Willett	Manawa
Shufflebotham, Martha Elizabeth	Sheboygan
Smith, Elwood E.	Rhinelanders
Smith, Katherine Lorine	Two Rivers
Smith, Marguerite Evelyn	River Falls
Smith, Norman Herschleb	Green Bay
Smith, Robert Paul	Sparta
Smith, Vida Elizabeth	Appleton
Soper, Edward Thomas	- Cornwall, Eng.
Specht, Violet O'rissa	Superior
Stangor, Lillian June	Arlington Heights, Ill.
Steele, Fred E.	Sparta
Steffen, Geyndon Francis	Antigo
Suby, John Norman	Stoughton
Terp, Helen Dorothy	Green Bay
Thomas, Albert Leroy	Dodgeville
Toll, Edward August	Fairwater
Trentlage, Otto	Eden
Uhlman, Lamont Douglas	Roberts
Underhill, William M.	Oconto
Van der Bie, Mariam	Eau Claire
Vanderlip, Eva	Menominee, Mich.
Verwey, Ruth L.	Menasha
Vincent, Paul	Warren, Ill.
Wallis, Harry George	Kenosha
Watson, Allen L.	Brandon
Williams, Cornelia May	Viroqua
Wills, Wallace W.	Weyauwega
Wilson, Floyd C.	Oconto Falls

Wilson, Glenn Franklin  
Yahr, Ferninand C.  
Young, Ethel Almira

Berlin  
Princeton  
Fox Lake

### *SPECIAL*

Ahlquist, Harry  
Braden, Lillian  
Buchanan, Mae  
Carroll, Glenn  
Corliss, Alida Elizabeth  
Dresen, Leona  
Erb, Emilie  
Fisher, Sabina  
Hartmann, Herman K.  
Morrow, Vivian  
Warmington, Grace

Appleton  
Terre Haute, Ind.  
Oshkosh  
Appleton  
Sabula, Iowa  
Prairie du Sac  
Appleton  
Hudson  
Appleton  
Appleton  
Appleton

### *MUSIC*

Abendschein, Edwin  
Abraham, Margaret  
Adsit, Annette  
Adsit, Bernice  
Agner, Alta  
Agner, Edna  
Ainsworth, Robert  
Albrecht, Irene  
Anderson, David  
Bach, James  
Barnett, William  
Behnke, John  
Biehn, Gertrude  
Bishop, Homer  
Black, Bessie  
Blue, Velma  
Boehm, Mrs. E. L.  
Boyce, Mildred  
Bohl, Freda  
Bolger, Mary

Neenah  
Appleton  
Appleton  
Appleton  
Burlington  
Burlington  
Shawano  
Appleton  
Rockford, Ill.  
Neenah  
Brooklyn  
Appleton  
Racine  
Neenah  
Shawano  
Appleton  
Wausau  
Oconto Falls  
Appleton  
Black River Falls

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Braden, Lilyan	Terre Haute, Ind.
Bradford, Frank	Appleton
Bradford, Helen	Appleton
Bradford, Josephine	Appleton
Brigham, Dorothy	Neenah
Breitrick, Mary	Hortonville
Brown, Morris	Appleton
Brown, Malinda	Houghton, Mich.
Buchanon, Mae	Oshkosh
Buchanon, Wm.	Appleton
Bullock, Jesse	Lynchburg, Va.
Burnside, Hazel	Neenah
Chamberlin, Wm. J.	Ishpeming, Mich.
Choak, Violet	Kansasville
Clark, Dorothy	Appleton
Cook, Alva	Plymouth
Corr, Ruth	Juneau
Donner, Helen Hunt	Green Bay
Draeger, Mabel	St. Paul, Minn.
Dresen, Leona	Prairie du Sac
Dunn, Elmer	Appleton
Eddy, William	Shelbyville, Ill.
Edmonds, Arline	Appleton
Edmonds, Mrs. F. J.	Appleton
Erb, Emelia	Appleton
Erb, Esther	Appleton
Estvad, Gudrun	Appleton
Evert, William B.	Prairie du Chien
Finney, Rodric	Marshfield
Feldt, Alice	Oshkosh
Fisher, Sabina	Hudson
Fisk, Howland	Green Bay
Frederickson, Frances	Neenah
Falck, Loraine	Appleton
Grignon, Louise	Appleton
Greishaber, Albert	Appleton
Gibson, Maurine	Des Moines, Iowa
Gregory, Nell	Valders
Gehring, Mildred	Appleton



Gibson, Bryan	Appleton
Gibson, Robert	Appleton
Green, Raymond	Milwaukee
Griem, Carl	Appleton
Guenther, Cora	Appleton
Hardy, Richard	Kenosha
Harper, Ruth	Appleton
Hirt, Anna	Deerbrook
Hirt, Bertha	Deerbrook
Hoh, Oscar	Appleton
Hyde, Genevieve	Appleton
Hauser, Loretta	Neenah
Hardy, Edson	Kenosha
Harriman, Frances	Appleton
Hanchett, Laveryne	Appleton
Hays, Naomi	Gays Mills
Hackworthy, Clement	Appleton
Hassmann, Cecilia	Appleton
Hackworthy, Dorothy	Appleton
Hannon, Alvina	Green Bay
Heid, Elsie	Appleton
Heldt, Beatrice	Manistique, Mich.
Hinton, Hallie	Sparta
Hill, Geraldine	Crystal Falls, Mich.
Hinkens, Mayme	Little Chute
Houghtaling, Jules	Rockford, Ill.
Jacobson, Fannie	Appleton
Jackson, Thelma	Appleton
Jaekel, Howard Wallace	Antigo
Jersild, Eva	Appleton
Jones, Miriam	Green Lake
Jones, Mrs. G. W.	Appleton
Jabis, Florian	Appleton
Johnston, Irene	Appleton
Judish, Marie	Stambaugh, Mich.
Kellogg, Edgar F.	Grand Rapids
Kiefer, Jeanette	Welcome
Krueger, Leonard	Reedsville
Kelly, Muriel	Appleton

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Keefe, Verna	Appleton
Keller, Helen	Appleton
Knox, Lucile	Seymour
Kreitzer, Augusta	Sawyer
Lanser, Nicholas	Appleton
Larson, Esther	Green Bay
Ledward, Jean	Appleton
Lee, Anabelle	
Lenz, Elsie L.	Neenah
Lintner, Olive	Brillion
Little, Ruth	Menasha
Lorenzen, Violet	Marinette
Lyons, Miriam	Appleton
Mattke, Bernice	Baraboo
Marshall, Babette	Appleton
Mattheson, Mrs. R.	Neenah
Matson, Richard	Appleton
Melhinch, Mrs. Jeanette	Appleton
Mitchell, Florence	Elkhorn
Mix, Chase	Crookston, Minn.
Miller, Marjorie	Appleton
Miller, Marion	Appleton
Miles, Alice L.	Neenah
Mielke, F. E.	Shawano
Munchow, Harold	Appleton
Mundt, Lillian	Deer Creek, Minn.
McMurchie, Robert	Neenah
McKee, Carl	Two Harbors, Minn.
McDonnell, Esther	Camp Crook, S. D.
McIntyre, Helen	New Lisbon
McGreaham, Harriet	Shawano
McKlusky, Emil	Ashland
Nemacheck, Ruth	Appleton
Nelson, Irene	Escanaba, Mich.
Nelson, Carl	Aurelia, Iowa
Nehls, Margaretta	Lancaster
Nimits, Charles	Marinette
Orbison, Mary	Appleton
Ornstein, Henrietta	Appleton

Parmalee, Edna  
Pendell, Ruth  
Perry, Flo  
Plowman, Ruth  
Radtke, Meta  
Rawlins, Ruth  
Ragatz, Gertrude  
Reynolds, George  
Riegel, Robert  
Rich, Glenna L.  
Richardson, Katherine  
Roberts, Myra  
Rowell, Ellen  
Roberts, Myrtle  
Ruberg, Marie  
Ryan, Madge  
Saiberlich, Edna  
Schumaker, Ruth  
Schulte, E. Lorraine  
Sherman, Fern  
Shure, Margaret  
Shepherd, Maude  
Smith, Janet  
Siddons, Grace  
Silver, Mildred  
Simmons, Mrs. G. B.  
Sindahl, Beulah  
Sliter, Milton  
Smith, Herman F.  
Smith, Wright  
Spencer, Mrs.  
Spray, Chloe  
Struve, Marie  
Summer, Lela  
Sundet, Mabel  
Taylor, Althea  
Torrey, Florence  
Trembath, Merle  
Toll, Edward

Iron Mountain, Mich.  
Randolph  
Milwaukee  
Weyauwega  
Waterloo  
West Allis  
Prairie du Sac  
Kaukauna  
Neenah  
Appleton  
Iron River, Mich.  
Birnamwood  
Appleton  
Birnamwood  
Appleton  
Glenhaven  
Appleton  
Appleton  
Dollar Bay, Mich.  
Appleton  
Easton, Maryland  
Appleton  
Appleton  
Appleton  
Milwaukee  
Oshkosh  
Neenah  
Stanley  
Orange, Cal.  
Appleton  
Appleton  
Whitewater  
Plymouth  
Appleton  
Chippewa Falls  
Whitewater  
Appleton  
Ishpeming, Mich.  
Fairwater

Unruh, David P.  
Utz, Elizabeth  
Voigt, John  
Ward, Bessie  
Walsh, Lucile  
Walsh, Marietta  
Waltman, Louis  
Wentworth, Adele  
Wenzel, Julia  
Wittman, Arthur  
Wishek, Esther  
Wichman, Lauretta  
Williams, May  
Willson, Harry C.  
Wright, Allyn  
Yahr, Norma  
Yahr, Ferdinand  
Youtz, Merrill

Henderson, Neb.  
Appleton  
Appleton  
New London  
Mondovi  
Mondovi  
Appleton  
Edgerton  
Appleton  
Merrill  
Ashley, N. D.  
Appleton  
Viroqua  
Appleton  
Columbus  
Princeton  
Princeton  
Appleton

*ART*

Biehn, Gertrude  
Bolger, Mary  
Dunning, Jeanette  
Fargo, Beth  
Horne, Marjorie  
Judish, Marie  
Keefe, Verna  
Little, Ruth  
Mitchell, Florence  
Murphy, Agnes  
Nehls, Margaretta  
Parmalee, Edna  
Specht, Violet  
Winsey, Elizazbeth  
Winsey, Reid  
Wood, Edith

Racine  
Black River Falls  
Concord, Mass.  
Oshkosh  
Red Granite  
Stambaugh, Mich.  
Black River Falls  
Menasha  
Elkhorn  
Elkpoint, N. Dak.  
Lancaster  
Iron Mountain, Mich.  
Superior  
Appleton  
Appleton  
Appleton

## DEGREES CONFERRED IN 1914

### MASTER OF ARTS

Nathalie B. Souther  
Erwin L. Shaver

Elsie Plantz Remley  
Arthur D. Willett

### BACHELOR OF ARTS

\*\*\*Edward J. Aeschlimann  
Rexford Bauman

Paul Amundson\*\*

Amy Gertrude Becker

Bertha Gertrude Bishop

Roger Charles Blackman

William Curtis Boyce

Clarence L. Bystrom

\*\*Xena Cade

\*\*Vera Cass

\*Monona Lucile Cheney

\*\*\*May Claridge

Ada Louise Colby

Eugene Spaulding Colvin

Katherine Daniel

Carl Nathan Davidson

Leah Davis

\*\*Dudley O. Fowler

\*\*Pauline Gillespie

Mary Catherine Harris

Helen Humphrey

Henry Johnson

Alden Miller Johnston

Raymond Carl Krueger

George C. Kunde

Ruth Ida Mielke

Marian Sophia McCray

Paul Judson McKinney

Irving F. Nix

Ora Oosterhous

\*\*\*Florence Plantz

\*\*Oswald Henry Plenzke

Charles M. Pors

George Everett Reynolds

Pearl Richardson

Ellen Rowell

Erwin Walter Saiberlich

C. Beecher Scott

Jessie Lee Smith

Edith Joyce Spray

Marjorie Stevenson

\*\*Margaret Stoppenbach

Earl Tippet

Krishnabia Tulasker

Eugene Vandehei

Stewart S. Williams

Robert James Wilson

Caroline Winegard

Paul C. Winner

\*\*Milton Woodworth

\*Summa cum laude.

\*\*Magna cum laude.

\*\*\*Cum laude.

---

GRADUATES IN THE SCHOOL OF EXPRESSION

---

*BACHELOR OF ORATORY*

Lottie Elizabeth Calkins	Irma Mary Hard
Henrietta Marie Ley	
Mabel Gertrude Stanchfield	Margaret Sherman

*PLATFORM ARTIST'S DIPLOMA*

Zella Pelton	Helen M. Porterfield
Belle Lindsay	

*GENERAL CULTURE DIPLOMA*

Florence Lund	Doris McKay
---------------	-------------

---

GRADUATES IN THE CONSERVATORY  
OF MUSIC

---

*PIANO*

Alta Agner	Esther Baumgarten
Verna Goltz	Miriam Jones
Florence Rhodes	Hilda Theil

*VOICE*

Herman F. Smith, Bachelor of Music	David P. Unruh
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DEPARTMENTAL HONORS

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*PHILOSOPHY*

Milton Woodworth

*ECONOMICS*

Paul Amundson	Dudley O. Fowler
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*SOCIOLOGY*

C. Beecher Scott	Robert J. Wilson
------------------	------------------

## PRIZES

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### *Lewis Prize*

Highest Scholarship for 1913-1914, Elsie Kopplin  
Honorable Mention, Emma Hall

### *Hicks Prize*

Composition, Lynn J. Pardee

### *John McNaughton Prize*

Latin, Ellen Gibson

### *Geo. F. Peabody Prize*

Latin, Helen K. Lampert

### English Literature

1. Irma Hard

2. Vera Cass

### *Herman Erb Prize*

### German

1. Anna L. Hirt

2. Margaret Sherman

### *Alexander Reid Prize*

### Essay

Katherine M. Stevens

### *Ralph E. White Prize*

### Mathematics

1. Merrill A. Youtz

2. Clyde Hunting

### *J. G. Vaughan Prize*

### Foreign Missions

Norman Cawley



*Fred Felix Wettengel Prize*

## Expression

- |                     |                 |                  |
|---------------------|-----------------|------------------|
| 1. Leona May Putney | 2. Lila Gifford | 3. Henrietta Ley |
|---------------------|-----------------|------------------|

## Oratory, Diamond "L"

Norman Cawley

## Debate, Diamond "L"

Paul Amundson

## Forensic "L"

Robert J. Wilson

Charles M. Pors

Paul C. Winner

Ernest Tiegs

*Freshman Oratorical Prize*

- |                     |                      |
|---------------------|----------------------|
| 1. Richard L. Hardy | 2. David O. Anderson |
|---------------------|----------------------|

## SCHOLARSHIPS AWARDED

*University of Wisconsin Scholarship*

Milton Woodworth

*Lyman A. Jones Scholarship*

William R. Bruce

*Samuel A. Jones Scholarship*

Georgiana Hackworthy

*Helen Fairfield Naylor Scholarship*

Helen Ketchum

*John C. McMullen Scholarship*

Jules Verne Houghtaling

David O. Anderson

*Norman Brokaw Freshman Scholarship*

Katheryn Smith

*Herman G. Saecker Freshman Scholarship*

Mary E. Metcalf

## ALL-COLLEGE CLUB

---

### *STUDENT SENATE*

Albert L. Franzke, President	Walter Tippet, Vice President
Irma Erb, Secretary	Merrill Youtz, Treasurer

### *BOARD OF CONTROL OF ATHLETICS*

M. L. Spencer, President	Carleton Saecker, Secretary
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Parker Baird, Business Manager	
Leo E. Dawley, Assistant Business Manager	

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Elsie Kopplin	Margaret Ritchie
Mariem Smith	Henry Hooley
Jules Houghtaling	
Earl MacInnis	Del Stanton
Mary Jane Styles	Fred McCleneghan
Carl Nelson	Herman Smith
Fred D. Hoenig	Forest Kirkpatrick

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	Harold Taylor, Secretary-Treasurer

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Kenneth Knapp, Secretary	Emil Zellmar, Treasurer

### *YOUNG WOMEN'S CHRISTIAN ASSOCIATION*

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Donna Johns, Secretary	Mary Webb, Treasurer

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C. S. Boyd, '93, First Vice President

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# Lawrence College Bulletin

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1915-1916



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THE  
JOHN O'NEILL  
LIBRARY

SIXTY-SIXTH ANNUAL CATALOGUE

OF

LAWRENCE COLLEGE

1915-1916

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PUBLISHED JANUARY, 1916

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THE  
HISTORICAL  
YEAR

THE POST



APPLETON, WISCONSIN

## CORRESPONDENCE

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While correspondence directed to Lawrence<sup>\*</sup> College will reach the proper department, to avoid delay and confusion correspondents are requested to note the following directions:

1. Correspondence concerning the College of Liberal Arts should be addressed to the President;

2. Correspondence concerning the Conservatory of Music should be addressed to the Dean of the Lawrence Conservatory of Music;

3. Correspondence concerning rooms at Ormsby Hall should be directed to the Matron of Ormsby Hall;

4. Correspondence concerning rooms at Brokaw Hall should be directed to the Matron of Brokaw Hall;

5. Correspondence upon general matters of business should be addressed to Lawrence College.

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# CALENDAR

1916-1917

March 21	Tuesday,	12:30 P.M. Recitations close.
SPRING RECESS		
March 28	Tuesday,	12:30 P.M. Recitations resumed.
May 30	Tuesday	Decoration Day.
June 5-12		Final examinations.
June 8	Thursday,	8:00 P.M. Open Air Play.
June 9	Friday,	8:00 P.M. Freshman Oratorical Contest.
June 10	Saturday,	3:30 P.M. Junior Piano Recital. 8:00 P.M. President's Prize Contest.
June 11	Sunday,	9:30 A.M. Commencement devotional service. 10:30 A.M. Address before the religious societies. 8:00 P.M. Baccalaureate sermon.
June 12	Monday,	8:00 P.M. Commencement of the Conservatory of Music.
June 12	Monday,	2:00 P.M. Joint meeting of the Board of Trustees and Visitors. 4:30 P.M. Literary Societies' Reunions.
June 13	Tuesday,	9:30 A.M. Phi Beta Kappa Business Meeting. 10:30 A.M. Phi Beta Kappa Oration. 12:30 P.M.-11:00 P.M. Reunion of the Alumni Association. 2:00 P.M. Class Day Exercises.
June 14	Wednesday,	10:30 A.M. Commencement exercises. 1:00 P.M. Commencement banquet.

SUMMER VACATION

September 12	Tuesday,	2:00 P.M.	*Examinations for admission.
September 12-13	Tuesday and day	Wednesday	Registration days.
September 13	Wednesday,	8:00 A.M.	First semester begins.
September 17	Sunday,	3:00 P.M.	First of the monthly college vespers.
September 19	Tuesday		All-College Day.
November 11	Saturday,	9:00 A.M.	Mid-semester examinations.
November 29	Wednesday,	4:00 P.M.	Thanksgiving recess begins.
December 4	Monday,	8:00 A.M.	Thanksgiving recess closes.
December 20	Wednesday,	12:30 P.M.	Recitations close.

CHRISTMAS RECESS

January 3	Wednesday,	12:30 P.M.	Recitations resumed.
January 22-29			Final examinations.
January 29	Monday,	5:00 P.M.	First semester closes.
January 30-31	Tuesday and day	Wednesday	Registration days.
January 31	Wednesday		Second semester begins.
March 21-28			Spring recess.
May 30	Wednesday		Decoration Day.
June 8-13			Commencement Week.

\*All Freshmen must present themselves for an examination in English at 2:00 P. M., Monday.

## LAWRENCE COLLEGE

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### Historical Statement.

In the year of 1846 the Honorable Amos A. Lawrence, of Boston, Massachusetts, made a proposition to Rev. William Sampson, presiding elder of the Fond du Lac District of the Rock River Conference of the Methodist Episcopal Church, stating that he would give \$10,000 for the establishment of a literary institution in Wisconsin, if a similar sum could be raised within the territory. He further stipulated that no sectarian instruction should be given by the proposed institution, that at least a minority of the trustees must represent different denominations, and that the work must be carried on according to a plan "sufficiently broad to develop the scholar."

Mr. Sampson reported the proposition to the Rock River Conference at its next session, and was authorized to take steps at once to consummate the arrangement. In December a charter was drawn up, and the following February its passage through the legislature was secured. The institution, receiving its name from the principal donor, was called Lawrence Institute of Wisconsin.

A committee was appointed to select a location, and decided to accept an offer made by George W. Lawe and John F. Meade, both of Kaukauna, Wisconsin, of sixty-two acres of land on the Fox River in Grand Chute.

The charter provided for the organization of a college with authority to confer all the degrees that were conferred by similar institutions in the United States.

The trustees, however, at first undertook only the establishment of the academic department. Under this organization the institution was opened for instruction on November 12, 1849, with Rev. William H. Sampson as principal.

By this time, it appears, the conviction had grown that a larger work lay before the school, and the charter was amended so that the name was changed from Lawrence Institute to Lawrence University.

The organization of the college department was not completed until 1853, although opportunity to take college studies had already been provided. At this time the present College Hall was erected, which was then one of the largest and best college buildings in the West. Rev. Edward Cooke, A.M., of Boston, Massachusetts, was elected president. In 1853 an active canvass for \$100,000 was undertaken, but was only in part successful. Five years later a school of civil engineering was opened, with state aid, but after being continued until 1863, was abandoned.

Since that time the college has steadily grown in strength, receiving additions to its endowment from time to time and adding, as means were provided, to its equipment.

Ormsby Hall, the gift largely of Mr. D. G. Ormsby and wife, was erected in 1889 and enlarged in 1906; the Observatory, contributed by the citizens of Appleton in 1892; Stephenson Hall of Science, named after the principal donor, Honorable Isaac Stephenson, in 1899; the athletic field, purchased in 1900; the Alexander Gymnasium, largely the gift of L. M. Alexander, in 1901; the library, presented by Andrew Carnegie, in



1905; the heating plant, in 1903; the Ormsby Annex, purchased in 1902, and the Hall of Music in 1906; Peabody Recital Hall, erected in 1909 by George F. Peabody and Mrs. Emma Peabody Harper; Brokaw Hall, in 1910; Peabody Home and Smith Home, in 1914.

The principal donors to the college have been: Amos A. Lawrence, of Boston, Massachusetts; Samuel Appleton, Boston, Massachusetts; Philetus Sawyer, Oshkosh, Wisconsin; Charles Paine, Oshkosh, Wisconsin; Robert McMillan, Oshkosh, Wisconsin; John H. Van Dyke, Milwaukee, Wisconsin; L. M. Alexander and wife, Port Edwards, Wisconsin; William Drown, Beaver Dam, Wisconsin; Mrs. John Edwards, Port Edwards, Wisconsin; Samuel Jones, Natick, Massachusetts; Isaac Stephenson, Marinette, Wisconsin; E. M. Beach, Waupun, Wisconsin; Andrew Carnegie, New York; Mr. and Mrs. N. K. Brokaw, Appleton, Wisconsin; E. A. Edmonds, San Diego, California; Miss Florence Child, Edgerton, Wisconsin; Mr. John McNaughton, Appleton, Wisconsin; Mr. and Mrs. Judson G. Rosebush, Appleton, Wisconsin; Isaac Wing, Bayfield, Wisconsin; Lee Claflin, Boston, Massachusetts; Rev. Robert Ingraham, Fond du Lac, Wisconsin; H. E. Miles, Racine, Wisconsin; W. H. Hatten, New London, Wisconsin; George F. Peabody, Appleton, Wisconsin; E. B. Garton, Sheboygan, Wisconsin; Mrs. Emily Witter, Grand Rapids, Wisconsin; and the General Education Board, New York.

### CHRONOLOGY.

- 1846—Proposition made by Amos A. Lawrence of Boston to establish an institution of higher learning in northern Wisconsin; location of the institution selected.
- 1847—Charter of Lawrence Institute secured from the legislature of the Territory of Wisconsin.

- 
- 1849—Rev. William H. Sampson made principal of Lawrence Institute.  
First building completed and instruction begun.  
Corporate name changed from Lawrence Institute to Lawrence University of Wisconsin.
- 1850—Development of the museum begun.  
First literary society established.  
Gift of \$10,000 for a library, by Samuel Appleton, of Boston.
- 1853—College work begun and freshman class registered.  
Rev. Edward Cook, D. D., Boston, Massachusetts, elected first president.  
College Hall dedicated and class work transferred to the new building.  
Philalathean Literary Society organized.
- 1855—Phoenix Literary Society established.  
First building destroyed by fire.
- 1857—First class graduated from collegiate department.  
The sale of one thousand perpetual scholarships of \$50 each.
- 1859—Rev. Russell D. Mason elected president.
- 1860-62—College relieved of heavy debt and endowment begun by the generosity of Lee Claflin and Amos A. Lawrence of Boston, Governor Stone of Connecticut, Governor Seymour of New York, and other friends of education.
- 1865—Rev. George M. Steele, D.D., elected president.  
Lewis Prize established.
- 1866—President's Prize and University Prize established.  
Centennial endowment fund of \$50,000 raised.
- 1868—*Collegian*, first college paper published in Wisconsin, established.
- 1870—Lawrean Literary Society founded.
- 1877—Brooks Prize established.
- 1879—Rev. Elias Dewitt Huntley, D.D., elected president.
- 1881—House for the president erected.  
Y. M. C. A. established.
- 1883—Rev. Bradford P. Raymond, D.D., of the class of 1870, elected president.
- 1884—Y. W. C. A. established.
- 1885—C. N. Paine bequest of \$50,000 to endow the Chair of the President received.

- 1886—Tichenor Prize established.
- 1889—Rev. Charles W. Gallagher, D.D., elected president.  
Ormsby Hall erected.  
First student *Handbook* published.  
Samuel Jones Scholarship founded.
- 1891—Conchological cabinet of Dr. Brown purchased for the museum.  
Bequest of William Drown received.
- 1892—Underwood Observatory erected.
- 1893—Hicks Prize established.  
The *Columbian* published.
- 1894—Rev. Samuel Plantz, Ph.D., LL.D., class of 1880, elected president.  
Peruvian antiquities contributed by Honorable John Hicks.
- 1895—The *Messenger* published.
- 1896—Endowment effort for \$100,000 successfully completed.  
Chairs of chemistry, physics, and English literature endowed.
- 1897—First *Ariel* issued.  
Theta Phi Fraternity organized.
- 1898—Stephenson Hall of Science erected.
- 1900—McNaughton and Peabody Latin prizes established.  
Athletic field purchased.  
Lawrence *Bulletin* published.
- 1901—Alexander Gymnasium erected.
- 1902—Ormsby Annex purchased.  
Hiram A. Jones Latin Library established.  
Kappa Upsilon Sorority organized.  
Beta Sigma Phi Fraternity organized.
- 1903—Heating plant built.  
Chair of Biblical Literature endowed.  
Alpha Gamma Phi Sorority organized.  
Theta Gamma Delta Sorority organized.  
Delta Iota Fraternity organized.
- 1904—Alpha Delta Pi Sorority, Theta Chapter, organized.  
Endowment Fund of \$50,000 secured.
- 1905—Library erected by gift of Andrew Carnegie.  
*Alumni Record* published.  
Lawrence placed on accredited list of the Carnegie Foundation.

- 
- 1906—Conservatory of Music purchased.  
Ormsby Hall enlarged.  
J. C. McMullen Scholarship founded.
- 1907—Gift from the General Education Board received and  
\$250,000 raised for endowment.  
Euphronia Literary Society established.
- 1908—Name changed from Lawrence University to Lawrence  
College.  
Helen Fairfield Naylor Scholarship endowed.  
Academy discontinued.  
Student self-government introduced.
- 1909—Peabody Hall erected.  
Student council organized.  
Sigma Tau Nu Fraternity organized.
- 1910—Brokaw Hall erected.  
Euphronia Literary Society united with the Phoenix.  
The Mace, honorary senior society for men, organized.  
Alexander Reid Scholarship founded.
- 1911—Chair of art history and social esthetics established.  
Tau Kappa Alpha installed.  
Fred Felix Wettengel prizes established.
- 1912—Endowment Fund of \$100,000 raised.  
Chair of economics endowed.  
Herman Erb prizes and German Library founded.  
Ralph E. White Mathematical Prize given.  
Membership in the Association of Collegiate Alumnae  
granted.
- 1913—\$100,000 added to endowment.  
\$18,000 raised to wipe out indebtedness.  
A. L. Smith property purchased.  
Theta Alpha honorary senior society for women, or-  
ganized.  
Phi Beta Kappa installed.
- 1914—Phi Mu Sorority established.  
George F. Peabody property purchased and remodeled  
for dormitory.  
Chair of Missions and Comparative Religions endowed.  
Bequest of \$12,500 from Mrs. Emily Witter of Grand  
Rapids, Wis., received.  
The Louis K. McClymonds Scholarship founded.  
Sigma Tau Nu Fraternity made a chapter of Sigma  
Phi Epsilon.
- 1915—Kappa Alpha Theta sorority established.  
Delta Gamma sorority established.  
Second Alumni Record published.  
Lawrence Alumnus established.

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WILSON S. NAYLOR, D.D., College Pastor and Dean of Brokaw Hall.

HARRIET L. BARBER, A.M., Dean of Ormsby Hall.

LOUISE DUDLEY, Ph.D., Preceptress of Peabody Home.

JENNIE FUERSTENAU, A.B., Preceptress of Smith Home.

ROLLIN CLARKE MULLENIX, Ph.D., Secretary of the Faculty.

ZELIA ANNE SMITH, S.M., Librarian.

EMMA HARPER, A. B., Assistant Librarian.

OLIN MEAD, B.C.E., A.M., Registrar.

RUFUS MATHER BAGG, Ph.D., Curator of the Museum.

GEORGIA BENTLEY, Secretary to the President.

JESSIE EDNA KING, Matron of Ormsby Hall.

MIDA NAYLOR, Matron of Brokaw Hall.

ELIZABETH DAWSON, Matron of Smith Home.

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THE FACULTY\*

SAMUEL PLANTZ, Ph.D., D.D., LL.D., PRESIDENT OF THE COLLEGE AND PAINE MEMORIAL PROFESSOR OF ETHICS AND CHRISTIAN EVIDENCES.

(A.B., A.M., Lawrence College; S.T.B., Ph.D., Boston University)

*545 Union Street.*

CHARLES WATSON TREAT, A.M., DEAN OF THE COLLEGE OF LIBERAL ARTS AND PHILETUS SAWYER PROFESSOR OF PHYSICS.

(Ph.B., A.M., DePauw University)

*3 Brokaw Place.*

EMANUEL GERECHTER, D.D., Rabbi, PROFESSOR EMERITUS OF GERMAN.

*671 Washington Street.*

ELLSWORTH DAVID WRIGHT, Ph.D., HIRAM A. JONES PROFESSOR OF THE LATIN LANGUAGES AND LITERATURE.

(A.B., Ph.D., Cornell University)

*624 Meade Street.*

JOHN HERBERT FARLEY, A.M., SALEM DAVID MANN PROFESSOR OF PHILOSOPHY.

(Ph.B., A.M., Lawrence College)

*482 South Street.*

LEWIS ADDISON YOUTZ, Ph.D., ROBERT McMILLAN PROFESSOR OF CHEMISTRY.

(Ph.B., Ph.M., S.M., Simpson College; Ph.D., Columbia University)

*463 South Street.*

JOHN CHARLES LYMER, A.M., S.T.B., CHILD PROFESSOR OF MATHEMATICS AND DIRECTOR OF THE UNDERWOOD OBSERVATORY.

(A.B., Amity College; S. T. B., Garrett Biblical Institute; A. M., Northwestern University)

*485 John Street.*

WILSON S. NAYLOR, A.B., D.D., EDGAR MARTEL BEACH PROFESSOR OF BIBLICAL LITERATURE.

(A.B., Washburn College; S.T.B., Boston University School of Theology)

*Brokaw Hall.*

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\* The names are arranged in order of collegiate seniority.

ALBERT AUGUSTUS TREVER, Ph.D., GEORGE M. STEELE  
PROFESSOR OF THE GREEK LANGUAGE AND LITERATURE.

(Ph.B., Lawrence College; A. B., S.T.B., Boston University; A.M., Ph.D., University of Chicago)  
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OTHO PEARRE FAIRFIELD, A.M., PROFESSOR OF ART AND  
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(A.B., A.M., Union Christian College; A.B., University of Chicago)  
*502 South Street.*

JOHN GAINES VAUGHAN, Ph.D., D.D., E. B. GARTON PROFESSOR OF COMPARATIVE RELIGIONS AND MISSIONS.

(A.B., Syracuse University; B.D., Drew Theological Seminary)  
*733 Durkee Street.*

FREDERICK WESLEY ORR, Lit.B., PROFESSOR OF PUBLIC SPEAKING.

(Lit.B., Drury College)  
*584 Rankin Street.*

LESTER BURTON ROGERS, Ph.D., PROFESSOR OF EDUCATION.

(S.B., Moores Hill College; A.M., Ph. D., Columbia University, Teachers' College)  
*480 College Avenue.*

MATTHEW LYLE SPENCER, Ph.D., PROFESSOR OF ENGLISH.

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*8 Alton Place.*

ROLLIN CLARKE MULLENIX, Ph.D., PROFESSOR OF BIOLOGY.

(A.B., A.M., Wheaton College; Ph.D., Harvard University)  
*461 Washington Street.*

RUFUS MATHER BAGG, Ph.D., PROFESSOR OF GEOLOGY AND MINERALOGY AND CURATOR OF THE MUSEUM.

(A.B., Amherst College; Ph.D., Johns Hopkins University)  
*466 Alton Street.*

CHARLES RAYMOND ATKINSON, Ph.D., PROFESSOR OF ECONOMICS AND POLITICS.

(A.B., George Washington University; A.M., Ph.D., Columbia University)  
*632 Union Street.*

JOHN SHERMAN CUSTER, B.A., PROFESSOR OF HISTORY.  
(A.B., William Jewell College; B.A., Oxford University, England)  
*506 Alton Street.*

THOMAS WOODSIDE BENTLEY CRAFER, Ph.D., PROFESSOR  
OF SOCIOLOGY AND COMMERCE.  
(A.B., University of North Dakota; LL.B., Boston University; A.M., Harvard University; A.M., Ph.D., University of Wisconsin)  
*67½ Durkee Street.*

MABEL EDDY, ASSOCIATE PROFESSOR OF ROMANCE LANGUAGES.  
*Ormsby Hall.*

MARK SEAVEY CATLIN, Ph.B., LL.B., FOOTBALL COACH.  
(Ph.B., University of Chicago; LL.B., University of Iowa)  
*470 South Street.*

SARA PARKES TREAT, INSTRUCTOR IN PHYSICAL EDUCATION.  
*3 Brokaw Place.*

ELLIS HOWARD CHAMPLIN, INSTRUCTOR IN PHYSICAL EDUCATION.  
*632 Union Street.*

LOUIS CHARLES BAKER, Ph.D., PROFESSOR OF GERMAN.  
(A.B., Lawrence College; A.M., Northwestern University; Ph.D., University of Pennsylvania)  
*496 South Street.*

LOUISE DUDLEY, Ph.D., EDWARDS-ALEXANDER PROFESSOR OF  
ENGLISH LITERATURE.  
(A.B., Georgetown College; Ph.D., Bryn Mawr College)  
*Peabody Home.*

HARRIET LOUISA BARBER, A.M., DEAN OF ORMSBY HALL  
AND ASSISTANT PROFESSOR OF ENGLISH.  
(B.S., Teachers' College; A.M., Columbia University)  
*Ormsby Hall.*

GEORGE SAMUEL EATON, INSTRUCTOR IN MATHEMATICS.  
(B.C.E., Purdue University)  
*490 College Avenue.*

JENNIE FUERSTENAU, A.M., INSTRUCTOR IN GERMAN.  
(A.B., A.M., University of Michigan)  
*Smith Home.*

ARIEL MARGUERITA MACNAUGHTON, A.M., INSTRUCTOR  
IN ENGLISH.

(A.B., A.M., McGill University)

652 *Lowe Street.*

FREDERICK WILLIAM POPPE, A.M., INSTRUCTOR IN CHEMIS-  
TRY.

(A.B., Lawrence College; A.M., University of Minne-  
sota)

887 *Jefferson Street.*

HARRY WALLIS GOCHNAUER, B.S., INSTRUCTOR IN MICRO-  
BIOLOGY.

(B.S. in Sanitary Engineering, University of Pitts-  
burg)

545 *Union Street.*

DAISY THOMPSON INGOLD, A.B., INSTRUCTOR IN LATIN.

(A.B., Lawrence College)

469 *College Avenue.*

HELEN HOYT, A.B., INSTRUCTOR IN FRENCH AND GERMAN.

(A.B., Columbia University)

651 *Durkee Street.*

VILLA CRAWFORD THIELE, A.B., INSTRUCTOR IN BOTANY.

(A.B., University of Kansas)

660 *Pacific Street.*

FREDERICK VANCE EVANS, DEAN OF THE CONSERVATORY  
OF MUSIC AND PROFESSOR OF SINGING.

5 *Brokaw Place.*

AIMEE BAKER, INSTRUCTOR IN DRAWING.

CLARA HUDSON FAIRFIELD, INSTRUCTOR IN COLOR AND  
DECORATIVE DESIGN.

502 *South Street.*

CARL J. WATERMAN, INSTRUCTOR IN SINGING AND PUBLIC  
SCHOOL METHODS.

659 *Washington Street.*

CLEVELAND BOHNET, B.M., PROFESSOR OF PIANOFORTE.

*Y. M. C. A. Building.*

ALMA HAYS REED, PROFESSOR OF SINGING.

496 *South Street.*

MASON SLADE, PROFESSOR IN ORGAN.

*Conservatory of Music.*

PERCY FULLINWIDER, INSTRUCTOR IN VIOLIN.

717 *Franklin Street.*

LUDOLPH ARENS, INSTRUCTOR IN PIANO.  
*842 Prospect Street.*

NETTIE STENINGER FULLINWIDER, INSTRUCTOR IN PIANO-FORTE, ELEMENTARY HARMONY, AND HISTORY OF MUSIC.  
*717 Franklin Street.*

MARY MARGUERITE ARENS, INSTRUCTOR IN EXPRESSION.

HERMAN FREDERICK SMITH, INSTRUCTOR IN VOICE.  
*Brokaw Hall.*

ESTHER LARSON, INSTRUCTOR IN VIOLIN.  
*Peabody Dormitory.*

JOHN GEORGE MOHR, INSTRUCTOR IN PIANO TUNING.  
*769 Appleton Street.*

## Student Assistants

MINER AUSTIN, ASSISTANT CHEMICAL LABORATORY.

HERBERT A. BLASHFIELD, ASSISTANT BIOLOGICAL LABORATORY.

ALBERT L. FRANZKE, ASSISTANT ORATORY AND DEBATE.

LYDIA GLASER, ASSISTANT ENGLISH AND BOTANICAL LABORATORY.

AGNES HERBST, ASSISTANT ENGLISH.

ZELLA KEENE, ASSISTANT BOTANICAL LABORATORY.

RUTH PINKERTON, ASSISTANT BIOLOGICAL LABORATORY.

MIKE KLEIN, ASSISTANT CHEMICAL LABORATORY.

MARGARET RIESENWEBER, ASSISTANT BIOLOGICAL LABORATORY.

CARLETON SAECKER, ASSISTANT PHYSICAL LABORATORY.

NORMAN E. SMITH, ASSISTANT ENGLISH.

KATHERINE STEVENS, ASSISTANT ENGLISH.

FRANK YOUNGER, ASSISTANT BIOLOGICAL LABORATORY.

GEORGE YOUNGER, ASSISTANT ZOOLOGICAL LABORATORY.

MERRILL A YOUTZ, ASSISTANT CHEMICAL LABORATORY.

AMIL ZELLMER, ASSISTANT ENGLISH.



## COMMITTEES OF THE FACULTY

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ATHLETIC BOARD OF CONTROL—Professor Atkinson

ATHLETICS—Professors Atkinson, Custer, Fairfield, Evans

CATALOGUE—President Plantz, Professors Dudley, Trever,  
Youtz

CHAPEL ATTENDANCE—Professor Lymer

CHRISTIAN WORK—Professors Naylor, Vaughan, Barber

COMMENCEMENT—Professors Lymer, Bagg, Evans

CURRICULUM—Professors Treat, Lymer, Custer, Farley, Trever

DELINQUENT STUDENTS—President Plantz, Professors Farley,  
Trever, Atkinson

DISCIPLINE—President Plantz, Professors Treat, Naylor,  
Spencer, Barber

ENTERTAINMENTS—Professors Evans, Eddy, Atkinson, Mac-  
Naughton

ENTRANCE CREDITS—Professors Youtz, Rogers and Mr. Mead

LIBRARY—President Plantz, Professors Atkinson, Crafer,  
Baker, Miss Smith

ORATORY AND DEBATE—Professors Orr, Atkinson, Crafer, Far-  
ley

SCHEDULE AND SEATING—Mr. Mead, Mr. Eaton

SCHOOL VISITATION—President Plantz, Professors Vaughan,  
Naylor, Rogers

SOCIETIES AND FRATERNITIES—Professors Farley, Trever, Fair-  
field, Custer, Fuerstenau

STUDENT ADVISERS—President Plantz, Professors Atkinson,  
Bagg, Baker, Custer, Dudley, Fairfield, Farley, Lymer,  
Mullenix, Naylor, Rogers, Treat, Trever, Wright, Youtz,  
Fuerstenau

STUDENT EMPLOYMENT—Professors Atkinson, Vaughan

TEACHERS' APPOINTMENTS—Professors Treat, Rogers

## GENERAL INFORMATION

### LOCATION AND EQUIPMENT

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#### LOCATION

Lawrence College is situated at Appleton, Outagamie County, Wisconsin, on a bluff overlooking the Fox River. There is railway connection with all parts of the state. The Chicago and North-Western, both Fond du Lac and Ashland divisions, and the Chicago, Milwaukee and St. Paul railroads pass through the city, making close connection with the Soo, the Green Bay and Western, and the St. Paul and Omaha lines. The new Green Bay and Northern railroad now in process of construction, will probably reach Appleton in the near future. There are electric railroad connections with Green Bay, Fond du Lac, and intermediate points, and it is expected that the Fond du Lac line will be extended soon to Milwaukee.

The city of Appleton, with a population of over 17,000, is widely known for its natural beauty and prosperity. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also healthfulness to the location. It is a city of schools, churches, and other institutions belonging to a well organized community. Few cities of its size afford equal musical and literary advantages, and few can boast so intelligent a people.

Appleton is an ideal college location; for it has the advantages of city life without the distractions and temptations of a great metropolis. Its semi-rural sur-

roundings and the thoughtful, stimulating atmosphere of the community secure the seclusion and quiet so valuable to student life, while at the same time the city is large enough to be visited by the best talent in the country.

## CAMPUS

The campus is ideally located, being situated on the north bank of the Fox, where the business and residence sections join. It is within two blocks of the beautiful city park, within three blocks of the public library, and within three blocks of the principal protestant churches. The campus is covered with great elms and oaks and is well set with shrubbery; it is threaded with cement walks, and is regarded as exceptionally attractive. The trustees have recently extended it to the east and west by the purchase of adjacent properties. The buildings are for the most part located on the brow of a bluff that rises nearly a hundred feet above the river.

## ATHLETIC FIELD

The college owns an athletic field of about four acres, located some blocks to the northeast of the campus, but within easy walking distance. It is on the interurban electric line between Appleton and Kaukauna, and within a block of the city line. It is an excellent field for outdoor sports, and has been provided with a grandstand, bleachers, and a cinder running track.

## BUILDINGS

**The College Hall.**—This building is a substantial stone edifice four stories in height. It is in the classic

style of architecture, and is admirable in its harmonious proportions and imposing appearance. It is practically covered with a magnificent ivy of many years growth. It was erected in 1853, and was for some years the largest and best college building in the West. It contains lecture rooms for work in language, history, literature, politics, and philosophy, a commodious chapel, and the halls of the men's literary societies.

**Stephenson Hall of Science.**—This building is named for the Honorable Isaac Stephenson, of Marinette, who gave the largest subscription towards its erection. It was built in 1899 and is in the English-classical style of architecture. It is constructed of gray pressed brick and Bedford sandstone, and, including the basement, all of which is used for laboratory purposes, is four stories in height. It contains over sixty rooms, including offices for the professors, lecture rooms, large and small laboratories, a photographic room, several dark rooms, spectroscopes and constant temperature rooms, a shop for the repair of apparatus, a conservatory for growing botanical specimens, store rooms, and an extensive museum. It is fitted with all the devices and conveniences that experience has found to be desirable and is admirably adapted to the use for which it was designed. Men of eminence in science who have visited it, have pronounced it an exceedingly satisfactory science building for an institution of college rank.

**Carnegie Library.**—The erection of a library was made possible in 1905 by a gift of \$54,000 from Mr. Andrew Carnegie. The building, completed in the following year, is seventy by a hundred feet, of gray pressed brick and Bedford sandstone, two stories in height, and much admired as an excellent specimen of

modern classic architecture. The basement contains an unpacking room, a repair room, a magazine room, and two lecture rooms. On the first floor are a large reading room, a periodical room, a reference room, a cataloguing room, the librarian's office, and a stack room. The second floor contains five seminar rooms and a lecture room that will seat two hundred people. The stack room and wall space of the reading and reference rooms will accommodate about 100,000 volumes. The library is provided with vaults, dust flues, speaking tubes, book elevators to seminar rooms, and all the devices of the best modern library construction. The stack room is fire-proof. The interior of the library is finished in quartered oak, and the furniture has been designed to correspond in quality and style with the interior.

**Alexander Gymnasium.**—This building, erected in 1901, is named after Mr. L. M. Alexander, the principal donor. It is one hundred by seventy-five feet, and contains a large gymnasium room one hundred by fifty feet, surrounded by a gallery that serves as a running track. Besides this room, there are two offices, an apparatus room, a trophy room, a small assembly room, locker rooms, measuring rooms, bath rooms for both men and women, a swimming pool, and bowling alley. The building is modern in its appointments and well adapted to the purpose for which it was erected.

**The Observatory.**—The Observatory was erected in 1892, and was largely the gift of citizens of Appleton. It is an excellent two-story building, devoted to the use of the astronomical and mathematical departments. It contains a large lecture room and transit, computation, and library rooms. It is equipped with a



transit-circle, a ten-inch telescope, a spectroscope, a chronograph, sidereal and mean time Howard clocks, and other valuable instruments. Throughout the school year, with the exception of the winter months, the Observatory is open to visitors every Wednesday evening from eight to nine o'clock. Special arrangements may be made by high schools or out-of-town parties.

**Ormsby Hall.**—Ormsby Hall, the gift in large part of the late D. G. Ormsby, of Milwaukee, is a beautiful stone and brick building used as a dormitory for women. It was originally erected in 1889, but was rebuilt and enlarged in 1906. It is heated by steam, lighted by electricity, and is provided with all modern improvements and conveniences. It contains dormitory rooms sufficient to accommodate 130 women, large and beautiful parlors, rooms for the matron, the dean of women, and the resident teachers, hospital rooms, a very commodious dining-room that will seat 175 persons, and other rooms usually found in such a structure.

**Ormsby Annex.**—This building adjoins Ormsby Hall and provides additional dormitory accommodations. It is heated by steam, lighted by electricity, and has all modern conveniences.

**Peabody Home.**—This building is the home of the late George F. Peabody from which it receives its name. It has extensive and beautiful grounds. The past year the house was rebuilt and enlarged so as to provide dormitory accommodations for forty-eight girls. The rooms are large and attractive, the building is connected with the central heating plant and it has all modern conveniences.

**Smith Home.**—This is an additional dormitory for women. It is located on a bluff overlooking the river, the most beautiful building location in Appleton. It has dining room accommodations for seventy students, and living rooms for twenty-four persons.

**Myra Goodwin Plantz Hall.**—Money has been subscribed sufficient to secure the erection of a new dormitory for women in the spring. It will be an up-to-date building in every respect and will accommodate one hundred girls. It will be constructed in stone and the colonial style of architecture.

**Brokaw Hall.**—Brokaw Hall, located on the west side of the campus and named after the late Norman H. Brokaw, a former trustee of Lawrence, is an imposing stone building erected in 1910 and designed to serve as the headquarters of the Y. M. C. A. and as a dormitory for men. It is one hundred forty-five feet long by sixty broad, with four stories and a basement. The building has a large lobby thirty-six by sixty feet, an assembly hall capable of seating three hundred, a secretary's room, a reception room, a cafeteria and a dining-room, rooms for the resident professor and for the matron, hospital rooms, and dormitory rooms for 126 men.

**Peabody Hall.**—Peabody Hall, the gift of the late George F. Peabody, of Appleton, is a beautiful stone building that was erected in 1909. It is the administration building of the Conservatory of Music and contains the offices, reception rooms, and studios of the different professors, a lecture room, and a recital hall that will seat four hundred people. The building



is well arranged, and well equipped with musical instruments.

**Music Practice Building.**—In 1906 the trustees purchased for the Conservatory a commodious building which has been used as a practice building since the erection of Peabody Hall. It contains a large number of rooms and is well equipped. This building, with Peabody Hall described above, provides superior accommodations for the department of music.

**President's House.**—An excellent residence has been erected on the college grounds for the use of the president.

**Heating Plant.**—The college owns a central heating plant, by means of which the different buildings are heated.

## LIBRARIES

**The College Library.**—The library is housed in the building erected in 1906 by the generosity of Mr. Andrew Carnegie, and provides superior accommodations for library work. It was endowed in 1850 by Samuel Appleton, of Boston, Massachusetts, who gave \$10,000 for its support. By judicious investment this gift has been increased to about \$20,000. The income from this fund, the money received from a student library fee, the profits from the college book-store, together with special appropriations made by the trustees, maintain the library. Appropriations are also made occasionally from the general funds. The library is arranged according to the Dewey decimal classification; it contains over 32,000 books and 9,000 pamphlets and has an excellent subject and author card cata-

logue. It is open throughout the day, including Saturday. The librarian and her assistants are always ready to render any possible assistance to inquirers. The use of the library is extended to persons in the city of Appleton who comply with certain necessary conditions. Free access to the shelves of the reference room is permitted.

The reading room is large and attractive, and is supplied with the best foreign and American periodicals.

The College especially solicits gifts of books, pamphlets, and scientific papers from the graduates of the institution and from its friends.

**The Jones Memorial Latin Library.**—This library was established in memory of the late Professor Hiram A. Jones, who for forty-four years held the chair of Latin. It adjoins the Latin lecture room, and by the generosity of friends and former students, has been beautifully fitted up. It contains about 1,200 volumes of reference works, and is open to advanced students of the Latin department.

**Department Libraries** are provided for most of the departments, especially those of German, mathematics, chemistry, physics, biology, and geology.

**The Free Public Library** of the city of Appleton, within three blocks of the college, is open to the use of students. It contains over 12,000 volumes.

## MUSEUM

**The Museum** is located on the fourth story of the Stephenson Hall of Science, where it has commodious accommodations. The collections, arranged with

special reference to educational use, are accessible to students. The natural history collection covers a wide range and is exceptionally complete, especially in the collections of corals, sponges, echinoderms, shells, birds, algae, fungi, lichens, mosses, and ferns, both native and foreign.

The herbarium comprises several thousand specimens representing the flora of the state, of various parts of the United States, and of foreign countries. A valuable addition has been made to the herbarium by the gift of Mr. A. D. Ackerman of Appleton.

The mineralogical collection is especially good and extended, and has many rare specimens secured by gift and purchase.

The paleontological collection is large and contains specimens representing the various geological horizons, some of which are very rare and valuable. Those of the coal measures are especially fine and complete.

Some years ago the college purchased the conchological collection of the late Dr. Henry Brown, which is one of the most extensive collections of the kind owned by any college in the United States. The anthropological collection contains a variety of relics and specimens obtained from the various countries. The collection illustrative of the civilization of the Incas is especially complete. It has been enriched from time to time by gifts of friends and alumni living in various parts of the world, especially those in mission fields. There is a special alcove set apart for the relics of American history, which contains a number of valuable specimens.

The Museum has the nucleus of a collection of American curios, which it is desired may be increased by other donations.

A collection of some 3000 Indian arrow points and implements from the Fox River Valley has been loaned Lawrence College and is on exhibition. A series of building and ornamental stones from the various quarries in Wisconsin is being collected, and a portion of it is now shown in the Geological Department. A complete series of rock types of the Lake Superior region has been donated the museum.

### NATURAL SCIENCE LABORATORIES AND EQUIPMENT

**The Chemical Laboratories.**—The chemical department occupies the basement and first floors of the west half of the Stephenson Hall of Science.

On the basement floor is a laboratory for general inorganic chemistry, fitted with desks and lockers for sixty-four students, each desk equipped with gas, water, and all needed apparatus for the first-year course. Adjoining this laboratory and opening into it is a balance room, fitted with agate-bearing balances for use in general chemistry. The general supply room for this department opens into this laboratory. On this same floor are located an organic laboratory with desks for sixteen students, a room for organic combustion with combustion and bomb furnaces, a room for the fire assay of ores and electrolytic analysis, equipped with a gasoline assay furnace and electrolytic apparatus. Separated from the laboratories is a room for water, food, and gas analysis, with adequate equipment for necessary work in these lines.

On the first floor are located the lecture room, especially well lighted and fitted with raised seats; a laboratory for analytical chemistry, accommodating forty-eight students, with an adjoining reference library room; a balance room containing among other balances, several high grade chemical balances of the Staudinger and Becker types, a barometer, and a case filled with material for the purpose of illustration in the lectures; a private laboratory for the instructor; a spectroscopic and polarimeter dark room containing a Kruss spectroscope, a Frick polarimeter and saccharimeter, and other apparatus necessary for these lines of work. The laboratories are provided with large hoods covering each section of desks, all connected with a sixty-inch, steel-plate, electrically-propelled fan for complete removal of fumes during work hours. The general equipment is adequate for special lecture demonstrations, and the supply room is furnished with refined chemicals and apparatus for analytical, organic, or research work.

**The Physical Laboratories.**—The rooms available for the work in physics are situated on the first and second floors of the Stephenson Hall of Science. On the first floor are a large laboratory, a small laboratory, a constant temperature room, a dynamo and motor room which is also used as a laboratory, a large dark room, a storage-battery room, a magnetic laboratory, and a good shop.

On the second floor is situated a well furnished recitation room, equipped with gas, electric light, water and steam supply, Colt projection lantern, curtains for darkening the room, etc. On this floor, too, are the office, photographic dark room, the photometry room,

balance room, departmental library room, one large and two small laboratories, and the apparatus room.

The department is well supplied with high grade apparatus from the shops of leading manufacturers, both domestic and foreign.

The library is modern, and from time to time additions are being made of those books that are most valuable for the students' work.

**The Biological Laboratories.**—The rooms of this department, which occupy the second floor of the science building, include a large, well-equipped lecture room, the office of the professor, a dark room, storeroom, preparation room, culture room, histological laboratory, two large laboratories, and a department library. The tables and other furniture are of the most modern type. Each of the large laboratories contains a large aquarium. The department is equipped with a complete line of microscopic slides, with lantern slides, a projection and a microscopic stereopticon, opaque projection lanterns, charts, models, compound and simple microscopes of the best American and European makes, and a full line of apparatus for histological, physiological, and bacteriological work and demonstrations. Each student has his own desk and locker, simple and compound microscopes, and other instruments and apparatus needed for individual work. Each of the laboratories is equipped with a complete line of reagents.

In addition to the laboratories, there is a room with special heating and lighting for experimental plant physiology for the growth of material for class work.

The museum contains a complete line of material illustrative of both invertebrate and vertebrate forms.



The herbarium is large and comprehensive, both as to the range of territory covered and the number of species represented.

**The Mineralogical Laboratory.**—The Department of Geology and Mineralogy is located on the second floor of the Stephenson Hall of Science. It includes an office for the professor, a lecture room, a storeroom, and a large and small laboratory. The lecture room is equipped with a stereopticon and with maps and other illustrative apparatus. The laboratories are especially designed for the chemical and physical study of minerals, of which the department has an extensive equipment, including an excellent government collection. A state check list consisting of several thousand fossils representative of the paleontology of Wisconsin, is at the disposal of the department, and an exceptionally large conchological collection is also available for study. The reference library receives the latest publications of the Wisconsin and National Geological Surveys.

The department is provided with a complete set of wood and glass models of crystals, numerous casts of fossils, and a relief map of the state of Wisconsin. During the past year a collection of rocks from the various mining regions of the Rocky Mountains has been obtained as a gift from the Smithsonian Institute of Washington.

## MATHEMATICAL AND ENGINEERING EQUIPMENT

The Observatory is used for instruction as well as for observation, and is well equipped for the purpose. The department is provided with models, transits,



levels, a plane table, surveyor's compass, sextant, current meter, aneroid and mercurial barometer, polar planimeter, rods, pickets, tapes, chains, drawing instruments, etc.

For the purpose of studying astronomy, few institutions of college rank have so complete an outfit open to students. The Observatory is fitted with a ten-inch equatorial and a four-inch meridan transit by Clark, both lighted by electricity; two Howard clocks, a mean time, and a sidereal, a sidereal chronometer, chronograph, polarizing helioscope, position micrometer, spectroscopes, and a standard barometer, together with many smaller instruments.

## ADMINISTRATION AND ORGANIZATION

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### PURPOSE

Lawrence enjoys the reputation of being a high grade college. The end sought in its work is not specialization and the training of the investigator, but general culture. The effort is made to impart information, to give thorough discipline, and to develop correct habits of observation and reflection. The college is not intended to prepare men for any of the special occupations and professions, but, by affording a good general education and careful preliminary training, to make them ready to enter upon professional courses.

### IDEALS

The ideal sought by the founders of the institution is the development of manly and womanly character based on a true estimate of moral values and a proper appreciation of religious motives. No attempt is made to influence denominational preferences or to impart sectarian tenets. The charter especially provides that no religious tenets shall ever be exacted of trustees, teachers, or students. But while free from sectarian bias, the institution exalts those great religious ideals and conceptions that have proved the most potent factors in the development of the highest type of Christian manhood and womanhood. The college does not consider that its work is simply to train the intellectual faculties, but believes that it should also develop the moral character and cultivate the spiritual life. It seeks to prepare men, not simply for business success, but for complete living,—for all the responsibilities that life in society may bring.

## GOVERNMENT

The discipline of the institution is administered with firmness and impartiality. It aims to develop self-control, manliness and womanliness, and a generous public spirit,—to induce such a high moral sentiment as will be in itself a powerful governing force in the school community.

Every student admitted to college is expected to obey its rules and regulations, to conduct himself with propriety, to be diligent in study, respectful to the faculty, courteous to his fellow students, and law-abiding in the community. Students found guilty of disorderly conduct or low vices of any kind, will be subject to such discipline as the faculty may deem the case merits. Hazing in all forms is strictly forbidden on penalty of expulsion. In minor offenses admonition on the part of the authorities is often sufficient, but suspension and expulsion are resorted to when this is found ineffective.

Students whose conduct proves them to be at variance with the methods and spirit of the college, or who do not maintain a satisfactory standing in their classes, may, for the obvious good of the school, be dropped, even though no specific offense meriting expulsion or suspension be charged against them.

While impertinent informers will not be encouraged, it is expected that when young persons are exposing themselves to permanent harm, high-minded students will be governed in the disclosure of facts rather by the dictates of conscience and common sense than by any false sense of honor. In case of injury to persons or property, or of gross immorality, the same princi-

ple will be observed respecting the requirement of testimony as prevails elsewhere in civil society.

At Ormsby Hall, at Brokaw Hall, and at all other dormitories, a system of self-government based on the honor of the student, prevails. Authority is vested in a central committee of nine, assisted by a number of proctors in each building. This council receives complaints and pronounces judgment such as in its opinion the case merits. Certain matters are reserved to the deans for determination.

### STUDENT SENATE

The Student Senate, composed of representatives of the four college classes, has charge of certain matters of discipline, such as the enforcement of the honor system and such other matters as are presented to it by the faculty. It has also under its supervision the management of All-College Day, one of the most important events in the entire year. This is a day set apart early in the year, on which the sophomore and freshmen classes settle their traditional rivalries in friendly athletic contests. The Student Senate serves as an agency by which the student sentiment may be expressed to the management of the college, and through which the plans and desires of the authorities may be conveyed to the students.

### STUDENT ADVISERS

Every student is under the supervision of some professor appointed by the president to act as his adviser. The advisers watch the work of the students under their charge, receive reports from their teachers, and make a statement of these to the president at the end

of each semester and to the student's parents or guardians when desired. The adviser is always available for conference in all that relates to the school work of the student, or in other matters on which he may wish help or advice. Teachers report to him concerning deficiency or failure on the part of the individual student, not only at the end of the semester, but whenever a student needs stimulation in his work. The advisers for the year, 1916-17, are as follows: President Plantz, Professors Naylor, Wright, Lymer, Atkinson, Bagg, Trever, Rogers, Youtz, Fairfield, Treat, Mullenix, Farley, Custer, Baker, Dudley, Fuerstenau.

### LEAVE OF ABSENCE

A student who desires to be absent from the city during term time should apply to the president for permission, and unless the circumstances of the case render it impracticable, such permission must be obtained before the student's departure. Absences from class thus occasioned will be excused only when a leave of absence has been properly obtained.

### MORAL AND RELIGIOUS LIFE

Lawrence is a Christian, not a sectarian, college. The trustees and the teachers represent different denominations. Students are affiliated with all churches, including Jewish and Roman Catholic. The religious life of the institution is on the broad basis of Christian fellowship without reference to denomination or creed. Membership in the student Christian organizations is conditioned only by Christian character. Officers in these associations are chosen solely for the qualities of Christian leadership that they possess.

Lawrence is a Christian community. About eighty per cent of the students are professing Christians. The intellectual, social, and athletic activities are dominated by the Christian spirit. The religious life is the most vital factor of the institution. There are few if any colleges where the religious tone is higher.

1. New students are welcomed at incoming trains by reception committees of the Young Men's and Young Women's Christian Associations, and in every way that kindly courtesy can suggest the opening days are made pleasant for the new comers.

2. There is a daily chapel service throughout the year. Since it is a matter of common experience that there is need of more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all Protestant students. Ten absences are permitted each semester.

3. Students are required to attend at least one preaching service each Sunday. Every student indicates at the beginning of the year the church preferred, and is expected to attend that church regularly.

4. Prayer meetings are conducted by the president on Wednesday evening of each week.

5. College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly collegiate in character and spirit, the aim being to combine dignity, simplicity, and spirituality.

6. The Christian student associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are



wholesomely attractive. In them the right living and high thinking of the college community crystallize.

7. Special religious services under the auspices of the college or the Christian associations are frequently held.

8. Some of the best religious work of the institution has been accomplished through prayer circles maintained for a part of each year among congenial groups of students.

9. A number of devotional Bible classes are conducted throughout the year by the Christian associations.

10. A missionary reading course and missionary meetings of the Christian associations offer inspiring views of world-wide Christianity.

11. All teaching at Lawrence is from the Christian point of view,—a most important consideration, since the character of the instructor is a great factor in education.

12. Lawrence offers an exceptionally large number of optional courses in the Bible and religion. These courses are presented, not from the standpoint of a theological school, but as essential factors in the liberal culture of twentieth-century men and women.

## SOCIAL LIFE

Special care is taken to make the social life of the college helpful and interesting. Indeed, it is recognized that this is a valuable part of a student's training. Many persons count their college acquaintances and enjoyments as among the most valuable features



of college life. The social events, largely in the hands of the students, are held under the auspices of the college classes and the various organizations of the college. The Y. M. C. A. and the Y. W. C. A. give occasional receptions, as do the literary societies. The fraternities and sororities are social organizations highly regarded by the students. The Lawrence Union is an organization which seeks to afford social opportunities to non-fraternity men. A wholesome social atmosphere pervades the institution, and college life at Lawrence is enjoyable, as well as intellectually advantageous.

## ATHLETICS AND PHYSICAL EDUCATION

Especial attention is paid to the health of the students. All freshmen and sophomores are required to take work in physical education under competent instructors for men and women. Soon after the students enter, they are subjected to a careful physical examination, and exercises in the gymnasium are prescribed especially appropriate for their needs. The taking of physical exercise on the part of all students is encouraged, the gymnasium being open from 9:00 a. m., with the director or his assistant in attendance to render service or advice. Various games are organized, and students are divided into teams to contend in them. Outdoor sports are encouraged. Teams for football, baseball, tennis, track, and other field athletics are regularly organized. While the emphasis is placed, not so much on the production of expert teams as on the cultivation among the students of a love of outdoor life and sport, the students have been exceptionally successful in their athletic contests with other colleges.

Indoor athletics are also developed by class instruction, by work in swimming, fencing, wrestling, and by such games as basket-ball, etc. The athletic activities of the college are under the management of an athletic board with faculty representatives, and this is subject to the faculty committee on athletics. A gymnasium fee is required of each student, which gives him the use of a private locker, a physical examination, and all the privileges of the gymnasium.

### LIVING EXPENSES

**Living Expenses for Men.**—A dormitory, Brokaw Hall, has recently been erected by the trustees at a large expense, and is one of the most beautiful and complete buildings of the kind in the Middle West. It provides rooms for 126 men, and has boarding accommodations for a much larger number. The hall is in charge of a competent matron, who looks after its management and the welfare of the residents. All freshmen, unless excused by the president for adequate reasons, are required to room and board at Brokaw Hall. Applications for admission should be made early to the office, and should be accompanied by a deposit of \$5, without which no room will be reserved. In case a deposit is made and the student notifies the matron before August 15 that he wishes his room engagement cancelled, the deposit will be returned, but in no case thereafter. Students who leave the Hall before the end of the semester, will be required to pay for the room until the end of the semester, unless they leave by reason of sickness and under a physician's orders, or are excused by the president.

The building is heated by steam and lighted by electricity. The rooms are furnished with davenport beds or cots, mattresses, pillows, tables, chairs, bureaus, and rugs. The towels, sheets, pillow cases, blankets, and napkins are provided by the student, as are also room decorations. Students are not permitted to drive nails, tacks, or brads into the walls or woodwork, and will be fined twenty-five cents for each violation, the fine being deducted from the deposit money. Push buttons, however, which may be obtained at the college book-store, may be used on the plastered walls, but not on the woodwork. Students will be charged with all breakage due to their own carelessness.

The price of rooms, including board, is from \$155 to \$180 per year, according to the location and size of the room. The most costly rooms are suites of sitting-room and sleeping room. One dollar per week extra will be charged students who room alone. Room rent includes heat, light, and the washing of towels, napkins, and bed linen not to exceed six pieces each week. Students must pay the regular rate for all laundry in excess of this amount. Dinners are served in the dining-room, but breakfast and supper are given in the cafeteria.

Reductions are not made for absences of less than one week in extent.

Payment for rooms and board is made at the beginning and middle of each semester; after two weeks students will be dropped from their classes so long as the bill remains unpaid, unless for exceptional reasons special arrangements have been made with the president to postpone payment.

An average estimate of the living expenses of men who live in Brokaw Hall is \$160 a year for room and

board. This estimate does not include tuition, incidental fees, books, or personal expenses. A student can room in Brokaw Hall and pay his entrance fees, books, room, and board for \$215 to \$225 a year.

Some students secure rooms in the city and board themselves, thus reducing their living expenses to \$150 to \$175 a year. There are accommodations for about seventy men in the fraternity houses.

**Living Expenses for Women.**—All non-resident women students, unless excused, live and board in Ormsby Hall, in the Ormsby Annex, and the Smith and Peabody dormitories. They are in charge of competent matrons and preceptresses, who carefully consider the needs of the residents. Applications for admission should be made early and should be accompanied by a deposit of \$5, without which no room will be reserved. If a room is engaged and the college office is notified to cancel it before August 15, the deposit fee will be returned, but in no case if the notification is received after this date. Students who are permitted to leave the Hall before the close of the semester, will be required to pay the room rent till the end of the semester, unless they leave by reason of sickness and under a physician's orders.

The dormitories furnish accommodations for about 200 women. The buildings are heated by steam, lighted by electricity, and have all modern improvements. Rooms are furnished with bedsteads, springs, wool mattresses, tables, chairs, bureaus, wash-stands, mirrors, bowls, and pitchers. Other articles students will provide for themselves. The floors are oiled, or painted, and may be so used, unless the student pre-

fers a rug or carpet. Rooms, including board, are \$160, \$165, \$175, \$180, \$190, and \$200 per year, according to building, location, size of the room, and whether the room is single or double. One dollar extra per week is charged students who room alone. Room rent includes heat, light, and the washing of towels and bed linen not to exceed six pieces. Students must pay regular rates for all laundry in excess of this amount. All linen should be plainly marked.

A resident nurse is employed at Ormsby Hall, and her services are free to all inmates both of the Hall and the Annex. Students who have contagious diseases, or serious and protracted sickness must provide their own nurses.

Payment for room and board is to be made at the beginning and middle of each semester. Students who are behind more than two weeks in making payment will be dropped from their classes until their bill is paid, unless special arrangements have been made with the president. Reductions are not made for absences of less than one week in extent. Occupants of rooms will be required to pay promptly for all damages. Students are not permitted to drive nails, tacks, or brads into the walls or woodwork, and will be fined twenty-five cents for each violation, the fine being deducted from the deposit money. Push buttons obtainable at the college book-store may be used on the plastered walls, but not on the wood-work.

An average estimate of living expenses for women who board and room in Ormsby Hall, with heating, lighting and washing included, is \$160 per year, and \$180 in the other dormitories. Students who board



themselves, reduce their expenses for board to \$150 to \$175 per year. These estimates do not include tuition, incidentals, or personal expenses.

A student can room in Ormsby Hall and pay for room, board, all college fees and books, but not personal expenses, on from \$215 to \$230 per year.

### SELF-HELP

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, very limited. There is opportunity for many more to find work in the city; and many of the men students can earn their expenses wholly or in part in this way. They are employed in various occupations and trades, as bookkeepers, stenographers, clerks and watchmen in stores, janitors of churches, offices, and public buildings, helpers about private dwellings, chore boys, waiters at clubs and hotels, delivery men, collectors, agents, teachers, typewriters, etc. It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known, his chances for self-help are increased, and, if he be a good worker and faithful, his living expenses are assured. Few students, however, should endeavor to carry full

work in school and pay their own way; it is an interference with the best intellectual work and is, besides, an undue physical strain.

### LOAN FUNDS

There is a small fund, the gift of several benefactors, which can be loaned to such young men as the president may deem most worthy.

Mr. D. G. Ormsby left a fund which his widow substantially increased after his death, from which \$50 a year is loaned to any young woman in the College of Liberal Arts who needs assistance. The loans are made on non-interest-bearing notes, with indorser, and are to be paid at such time as is agreed upon.

The Educational Society of the Methodist Episcopal Church makes an annual appropriation to Lawrence of from \$2,000 to \$2,500, which the college can loan to needy students who are members of that denomination. Loans are made in varying sums, according to the needs of the individual and the number of applicants. Students can usually secure from \$50 to \$100 a year. The loans are without interest and do not become due until two years after the student leaves college. Additional funds to assist needy students are much desired. The attention of the benevolent is called to this opportunity to help aspiring and worthy young men and women.

### SCHOLARSHIPS

1. **Perpetual Scholarships.**—No tuition will be charged any student owning a perpetual scholarship, or any student presenting a written order from the owner of such a scholarship authorizing its use by



said student. In the use of a scholarship, however, it is always to be understood that the scholarship is to be presented; and, further, if the scholarship has passed from the hands of the original owner, said scholarship must show the transfer properly endorsed. The use of a scholarship cannot be sold by the owner, and can only be assigned to the student as a free gift. This does not refer to scholarships offered by the college as prizes, but to scholarships that were formerly sold by the trustees to increase endowment.

2. **Lyman A. Jones Scholarship.**—The income from \$1,000.

3. **Samuel A. Jones Scholarship.**—The income from \$2,000.

4. **Tuition Scholarships.**—Limited in number, but providing free tuition, at the discretion of the president.

5. **McMullen Scholarship.**—This scholarship was founded by John C. McMullen, of Oakland, California, a member of the class of 1880. It is bestowed “at the discretion of the president upon any worthy student having promise of future usefulness and studying in the department of mathematics, science, or philosophy.” The income of the endowment of this scholarship amounts to about \$70 a year.

6. **The Louis K. McClymonds Scholarship.**—This scholarship by the terms of the donor is to be bestowed by the president on some young man who is dependent on his own efforts for his education.

7. **Helen Fairfield Naylor Scholarship.**—This scholarship was founded by the late Mrs. W. S. Naylor’s

last earnings before she was married. In view of its source, the scholarship will be annually awarded to students, preferably juniors, who have exceptional records for character and scholarship and who are at least partially dependent upon their own resources in securing an education. It is hoped that all recipients will become Mrs. Naylor's co-helps of future worthy students by returning to the fund within a few years after leaving Lawrence the amount that they have received. The original endowment of \$1,000 may thus be increased from year to year and the number of students helped be multiplied. The awarding of this scholarship will be made by the president of the college and the professor of biblical literature.

8. **The University of Wisconsin** has granted the faculty of Lawrence College the right to nominate every year one scholar for graduate work. The income of this scholarship is \$225.

9. **Rhodes Scholarship.**—This scholarship is granted the colleges of Wisconsin, and is obtained by competitive examinations. Any male student not less than nineteen nor more than twenty-four years of age, may take the examinations. The papers are examined at Oxford, and from the successful candidates one is chosen by a Wisconsin state committee. This scholarship is worth \$1,500 a year and is for three years.

10. **Freshman Scholarships in Latin.**—Two scholarships of \$100 each will be awarded to freshmen on the basis of a competitive examination in high-school Latin held a few days after the opening of the fall semester. These scholarships are called the Norman Brokaw scholarship and the Lawrence scholarship. All stu-

dents regularly matriculated in the college as freshmen, without entrance conditions, and enrolled as members of the freshman class in college Latin, will be eligible to participate in the competition. The successful candidates are to continue to be acceptable in character and demeanor and to maintain their high class standing throughout the year, under penalty of forfeiting their scholarships.

### PRIZES

Annual prizes have been established in this institution as follows:

1. **Lewis Prize.**—This prize, founded in 1865 by Governor J. T. Lewis, is bestowed upon the student making the best record in scholarship and deportment during the year. This is open to students in the College of Liberal Arts.

2. **President's Prize.**—This prize, for excellence in declamation, is open to juniors and sophomores.

3. **College Prize.**—This prize, for excellence in oratory, is open to members of the junior class. All orations must be handed in by the first week in January.

4. **Tichenor Prize.**—This prize, founded by Charles I. Tichenor, A. M., of Kansas City, Missouri, is the interest on \$1,000 invested for that purpose. This interest is divided so as to make a first and second prize. The prize is awarded by competitive examination in English literature, and is open to sophomores, juniors, and seniors. The courses upon which the examination will be based are those in Shakespeare, Tennyson, Browning, Wordsworth, Elizabethan Drama, and Literary Criticism.

5. **Alexander Reid Prize.**—This prize, founded by a bequest of the late Alexander Reid of Appleton, is the interest on \$500, to be given the student who writes the best essay of from 1,000 to 2,000 words.

6. **Hicks Prize.**—This prize is awarded to that member of the sophomore class who shall write the best English composition. This prize was established by Honorable John Hicks, of Oshkosh.

7. **Herman Erb Prizes.**—These prizes, founded by Herman Erb, of Appleton, Wisconsin, are to be awarded upon excellence of scholarship in the third or fourth year's work in German. They consist of a first prize of \$50 and a second prize of \$15. The prizes are awarded on examination.

8. **Vaughan Prize.**—This prize is offered for the best essay of 2,000 words on the subject, "The Importance of Foreign Missions to the Home Church." The prize is given by Professor J. G. Vaughan, D.D., of the department of Comparative Religions and Missions.

9. **Ralph White Prize in Mathematics.**—This prize was established by the late Mrs. Mary White as a memorial to her son, Ralph White, '99. It is given for the highest standing in mathematics in the sophomore year.

10. **The Fred Felix Wettengel Prizes.**—These prizes given by Fred Felix Wettengel of Appleton, Wisconsin, are as follows:

(a) A prize of \$25 is given to the winner of first place in the interclass oratorical contest and is bestowed at the time of the contest by the president.

(b) Mr. Wettengel has also given \$25 which shall be used in the purchase of forensic L's. These L's are awarded to those who have participated in three successful intercollegiate debates, or one successful debate and one oratorical contest in which he shall have won a place.

**11. McNaughton and Peabody Prizes.**—The McNaughton prize given by John McNaughton, is awarded to the student who shall attain the highest proficiency in Latin of the sophomore year. The Peabody prize, given by George F. Peabody and now endowed by Mrs. Emma Peabody Harper in honor of her father, is awarded to the student who shall attain second rank in Latin of the sophomore year.

**12. Wright Prizes.**—Two prizes are offered by Ellsworth David Wright, professor of the Latin Language and Literature, to those juniors and seniors who enter the annual contest of the Latin League of Wisconsin colleges.

**13. Louis G. Kirchner Latin Memorial Prize.**—This prize founded by Fred Felix Wettengel in memory of his brother, Louis G. Kirchner, deceased, is granted by the Latin League of Wisconsin Colleges and is obtained by competitive examinations in Latin. Students that have made a good record in Latin and that have passed beyond the freshman year are eligible to participate in the contest. The prize consists of \$250 and a gold medal.

## STUDENT ORGANIZATIONS

**Fraternities and Sororities.**—There are four fraternities and six sororities connected with the college. The

fraternities are partly local and partly national and are named as follows: Theta Phi, Beta Sigma Phi, Delta Iota, Sigma Phi Epsilon. The sororities are all national but one, and represent the following organizations: Alpha Delta Pi, Kappa Alpha Theta, Delta Gamma, Alpha Gamma Phi, Phi Mu, and Mu Phi Epsilon, a musical sorority. The fraternities are well located in private houses, and all have members of the faculty associated with them as honorary members. The sororities have their own rooms for meetings but their members live in the women's halls. These organizations are important factors in the social life of the college.

**Tau Kappa Alpha.**—A chapter of this honorary debate and oratory fraternity has been established at Lawrence in recognition of the college's exceptional record in intercollegiate debates. Only students who have been successful in intercollegiate debates or oratorical contests are admitted to membership.

**The Mace.**—This is an honorary student organization to which only seniors are eligible. Members are chosen on the basis of special prominence in one or more college activities, and of all-round popularity and leadership.

**The Theta Alpha Society** is an honorary senior society for women. Members are chosen on the basis of participation in extra-curricular activities and of leadership and service in college.

**Association of Collegiate Alumnae.**—This is an organization of women graduates of colleges of recognized standing. Its purpose is partially social, but especially to assist in the promotion of higher education



among women and to help in various forms of social betterment. It maintains scholarships for foreign study, and carries on various forms of activity of special benefit to college women. Chapters are established in colleges only after a searching examination of the quality of their work.

**Phi Beta Kappa.**—This is the oldest of all the Greek letter societies, having been founded in 1776. It is a graduate organization, the membership being confined to those graduates who have attained an especially high standing during their college course. To wear the key, therefore, is a mark of scholarly distinction much coveted by college men and women. Chapters are established only in colleges of high reputation for educational efficiency. At a meeting of the triennial council of this organization held in New York, September 8, 1913, Lawrence was granted a chapter and the honor of being a member of this organization of scholars is now open to all Lawrence graduates whose work merits the distinction.

**The All-College Club.**—At the beginning of the fall semester, 1904, an organization was perfected which unites the Athletic Association, the Oratorical and Debating League, and the Lawrence Publishing Association. This is known as the All-College Club. The object of this club is to “unite the students, faculty, alumni, and friends of the college in the support and management of athletics, oratory and debate, and the *Lawrentian*, and to extend the influence of Lawrence College.” Any student, alumnus, member of the faculty, or friend of the college may become a member of the All-College Club, and membership is necessary to



make one eligible to hold office or have a part in the management of any of the activities enumerated as coming under the Club's jurisdiction. Separate boards of control are elected by the Club, which have immediate control and supervision over the various departments.

**The Board of Control of Athletics** consists of members representing every phase of the club membership. All athletic activities, such as football, basket-ball, baseball, the Pentathlon, and the track and field events, are conducted by this board. This work is carried on in connection with the regular required courses in physical training.

**The Board of Control of Oratory and Debate** is similar in its organization to the Athletic Board, and has "full charge and supervision of the oratorical and debating interests of the college." It provides for the carrying out of the regulations of the Wisconsin Intercollegiate Oratorical Association, arranges for all preliminary and intercollegiate oratorical contests and debates which are a regular feature of the life of the college, and, in connection with the forensic department of the college, aims to promote a keen interest in the art of public speaking.

**The Board of Control of the "Lawrentian"** consists of student members of the All-College Club, who constitute the editorial staff. The board has full charge and supervision of the financial and literary policies of the *Lawrentian*.

**Clubs.—1.** A *German Club* has been organized under the direction of the modern language department, and has been productive of most satisfactory results. Con-

versation in German is expected of all the members, and German literary programs are rendered.

2. A *Cerle Francais* has been organized for those desiring more practice in speaking French than is possible in the classroom.

3. A *Latin Club* is conducted under the auspices of the Latin department, and aims to promote an interest in the life, literature, and antiquities of the Romans. The programs rendered are miscellaneous in character, consisting of papers, Latin dialogues, Latin recitations, Latin songs, and translations from the Latin into English prose and verse.

4. The *English Club* devotes itself to the study of literature not included in the regular college classes. The programs include any authors or literary works, whether English or not, in which the members of the club have special interest. For the sake of effectiveness in its work, the membership of the club has been restricted to students taking a major or a minor in English.

5. The *Politics Club*, composed of students who are taking work in the departments of Economics, Politics and Sociology, meets twice a month for the discussion of questions of current political and social interest. This club is a member of the Intercollegiate Civic League and last year sent a delegate to the annual meeting of that organization in Washington.

6. A *Chemistry Club* has been organized for the purpose of acquainting the students with the latest investigations in chemistry and stimulating interest in this branch of science. Meetings are held on the first and

third Thursday evening of each month. Special topics are prepared by the students, and magazines and reports of chemical societies are reviewed.

7. The purpose of the *Physics Club* is to stimulate interest in the work of the department, by keeping its members in touch with the development that is so rapidly taking place both in physics itself and in the application of its principles to the commercial problems of the day. Papers are presented and talks given by students in the department. Questions and discussions are encouraged. Occasionally a man who is a specialist in his chosen line,—manufacturing, teaching, or engineering,—is secured for one or more addresses.

8. Young men preparing for the Christian ministry have formed a club which meets once in two weeks.

9. There are several musical organizations, such as glee clubs, quartettes, the *Choral Union*, the *College Band*, and the *Orchestra*, which are under the supervision of the faculty of the Department of Music. The musical director must be informed of all trips and public performances planned by any of these organizations, and consent must be obtained before arrangements are completed. Under no circumstances will concert dates be allowed to conflict with examinations or to interrupt the regular literary work of the students. Those who are found deficient in their studies are not permitted to enter any of these organizations.

## PUBLICATIONS

“**The Lawrentian**” is published weekly by the All-College Club. The editorial staff is composed of members of the four college classes, and the paper forms

a leading feature of the literary and social life of the college.

“**The Ariel.**”—The *Ariel*, a publication of about two hundred pages, profusely illustrated, issued yearly by the junior class, is a spicy account of the events of the year at Lawrence.

“**The Lawrence Bulletin.**”—The *Lawrence Bulletin* is published monthly by the trustees, and is intended to discuss topics of interest to the friends of the college, as well as educational questions of importance to the general public. It contains items of college news, represents the work of the departments, and sets forth the plans and aims of the college management. It will be sent gratis to anyone upon application.

**The College Catalogue.**—The college publishes a yearly catalogue in which a full description of the work of the institution is printed. The catalogue is sent free on application.

“**The Alumni Record.**”—An *Alumni Record* is published which has much historical matter and a biography of each alumnus. The cost of this publication is one dollar.

“**The Lawrence Latinist.**”—This is a publication issued by students in the Department of Latin. It is published irregularly each year and contains Latin poems and compositions by students, translations, and information of value to students of the Latin language and literature.

**The Lawrence Alumnus.**—The Alumni Association publishes a quarterly magazine which represents the

interests of the graduates and former students. The editors are elected annually by the association.

### TEACHERS' APPOINTMENT COMMITTEE

Some years ago a committee was appointed to assist former graduates and students about to graduate to secure positions as teachers in colleges, academies, and the public schools. Its work has been eminently satisfactory, many persons having found excellent positions through its agency. A careful investigation is made concerning vacancies, and candidates are placed before the appointing authorities with full information and recommendations. It has been difficult to supply the applications that have come in for teachers, especially in science and mathematics. Interested persons should address Dean C. W. Treat.

### EXTENSION LECTURES

The professors of most of the departments are prepared to give single or course lectures upon subjects connected with their departments. Several of them have also popular lectures on general themes. These lectures are not technical, but are designed for general audiences. They are especially adapted for high schools, and the attention of principals is called to this fact. Several professors are in demand for high school commencements, and are ready to accept invitations for such occasions. A small charge is made for this work. Persons interested may address the president, who will send a list of speakers, together with their subjects, terms, and any other information that may be desired.

## PUBLIC LECTURES

Various public addresses and lectures, single or in courses, are delivered before the students each year. Opportunity is thus afforded to hear many of the ablest public men of the time. Members of the faculty also occasionally deliver public lectures, which are open to the student body as well as to members of their classes. During the past year the following eminent speakers have addressed the students: Bishop R. H. Weller, Dr. Jerome H. Raymond, Dr. S. C. Bronson, Bishop W. A. Quayle, Dr. Charles M. Sheldon, and several others equally distinguished.

There is an excellent lecture course each year in the city, for which the best talent in the country is engaged, and which is attended largely by students. The Conservatory of Music also maintains a musical course and engages for it the most celebrated musicians.

## ALUMNI ORGANIZATION

The alumni of the college are organized into a general society which elects its officers at its annual meeting during commencement week. There is also a state organization which meets annually, holding a banquet during the session of the Wisconsin State Teachers' Association, which is held in Milwaukee early in November. There are also alumni organizations in New York, Chicago, Racine, Minneapolis, Spokane and Los Angeles.



## COLLEGE OF LIBERAL ARTS

### GENERAL REGULATIONS

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#### THE COLLEGE YEAR

The college year is divided into two semesters of eighteen weeks each. The first semester opens on the Wednesday nearest to the middle of September; the second semester begins on the first Wednesday of February. The studies of the college have been so arranged that students can begin their courses with the second semester; but persons wishing to enter at this time should come to Appleton not later than the first Tuesday in February, since the recitations begin Thursday morning, and all arrangements for books, etc., as well as for registration, must be made before that time.

There are two regular recesses during the college year, one at Christmas and one during the latter part of March. The Christmas vacation begins on the Wednesday afternoon before Christmas; recitations are resumed two weeks from the following Wednesday at 12:30 p. m. There is no recess between the first and second semesters.

#### REGISTRATION

Registration occurs on the first Tuesday and Wednesday of each semester. The student presents himself first to his adviser for assistance in the selection of his studies. He then takes the two cards made out by the adviser to the college office and pays his semester's dues. One card containing his name, address, and



other information is left at the office; the other, after having been countersigned by the registrar, must be presented to the different teachers for their signatures before he may be admitted to their classes. When the signatures of the professors have been secured, the card must be at once returned to the registrar. If the student does not thus return his card within fourteen days from the time of registration, he will be fined one dollar. Students who neglect to register before 9 a. m. Thursday morning will be charged two dollars and will be marked absent from all recitations missed in every class that they subsequently enter. In registering, the student will leave with the registrar a list of credits from such secondary schools or colleges as he may have attended. If from another college, he must also have a letter of honorable dismissal.

Any student who wishes to change a study after having registered for it, must secure his card at the college office, present it to his adviser who alone has the right to make such a change, present the card to the teacher into whose class he is to enter, and return it after being signed, to the office.

Students having registered in a class must obtain permission from their adviser to drop it, and report his action to the teacher, or they will be recorded on the registrar's books as having failed in such subject.

### LIMIT OF WORK ALLOWED

Students doing full work are expected to take sixteen hours each semester. They are not permitted to take less than fourteen or more than seventeen hours without special permission. No permission is given any student for more than seventeen hours the first

semester he is enrolled, nor subsequently except under the following conditions:

If a student averages 90 in seventeen hours of regular college work, and 85 in hours in excess of seventeen, he may be permitted by the faculty to take extra work the succeeding semester. Seniors who are back in their hours may be allowed, at the discretion of their student adviser, to register for additional work not to exceed twenty hours, provided their grades for the previous semester have averaged 80. Juniors who are behind their classes not more than twelve hours, may be allowed, at the discretion of their student adviser, to register for work not to exceed nineteen hours, provided their grades for the preceding semester have averaged 80. Exception may be made by the faculty in cases where prolonged illness or equivalent circumstances cause the average to be below 80.

## FEES

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruction. The regular charges per semester follow:

Tuition .....	\$ 3.00
Incidental fee, including library and gymnasium fees...	27.00
Club ticket .....	2.00
Graduating fee .....	10.00
Examinations at other than regular times.....	1.00
Physics .....	3.00
Chemistry .....	5.00
Biology .....	3.00
Botany .....	3.00
Geology .....	1.00
Mineralogy .....	3.00
Physiology .....	2.00
Surveying .....	2.00

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Astronomy .....	2.00
Experimental Psychology .....	2.00
General Psychology .....	1.00

Students taking more than seventeen hours work per week will be charged two dollars for every additional hour. Students taking less than regular work are charged two dollars for each hour of credit.

Students taking five hours or more are required to purchase a club ticket.

All bills must be settled in advance. No bills are made out for less than half a semester, and then only when the student does not expect to remain through the semester.

Students' bills are two dollars more when they enter after the regular registration days.

No student may have an honorable dismissal, or certificate of progress in his studies, until his bills are paid, or payment thereof guaranteed.

No money will be refunded to a student who leaves before the close of the semester. An exception to this rule is made in the case of a student who is excused from his classes during the first half of the semester on account of his own illness. In this case the student will pay for the time of actual enrollment at the rate of \$3.00 a week, and the fee for the remainder of the term will be refunded.

## ATTENDANCE

Every student is expected to be in his place from the first day of the semester until the close of the examinations. Students who are not present at recitations during the twenty-four hours preceding and the twenty-four hours following the Thanksgiving, Christ-

mas, and Easter recesses, will be marked, unless excused, three absences for each recitation missed.

For each absence in any subject up to one-tenth of the regular recitation periods, deductions are made from the final grade of the students as made up from the daily standing and final examination as follows: one-half per cent for four- or five-hour, one per cent for one-hour studies. For each absence in excess of one-tenth of the recitations, twice the above schedule of deductions is made. A student, by previous arrangement with the instructor, may raise his grade for any day's absence by making up work thus missed because of necessary absence. The making up of work, though strongly urged, is not in any way to be understood as modifying the above percentage of deductions. In case of prolonged and unavoidable absence the faculty may, on petition, vary the rule. If a student is tardy at any exercise, he will be so marked in the instructor's record book, and three such unexcused tardy marks in a given subject will be recorded as one absence in that subject. When a student is absent from a test or examination, no grade will be given him until the test or examination has been taken, and for this he must pay a fee of one dollar unless he can show that he was detained by sickness.

Teachers are to report to the president all students who are absent one-tenth of the recitations of a course, as soon as that number shall have been reached.

If a student drops a class without permission from his adviser, he will be reported "failed" in the study. A permit to drop a study must be presented to the teacher within two weeks after it is granted.

Unexcused absences from chapel are treated the same as absence from recitations. Each student may be absent from chapel ten times each semester, and from church four times. For absences in excess of this allowance his grade is reduced as follows: for every five absences or fractional part thereof the registrar will deduct one half-hour credit from the semester's credit. Members of the Jewish and the Roman Catholic churches are excused from chapel attendance.

Excuse for absences may be obtained only from the student's adviser.

Excuses will be given for serious sickness, but rarely for other reasons. Members of musical clubs and athletic teams will be excused for absences incurred in filling out-of-town engagements permitted by the faculty.

## EXAMINATIONS

Written examinations in all courses are held at the close of each semester. Four hours are given for all four- and five-hour courses, and three hours for all two- and three-hour courses. Students who are conditioned in the work of any course are entitled to one delinquent examination for the purpose of removing the condition. Such examinations are held the second and ninth Saturdays in each semester. Students who fail in any course lose all credit in it, and if it be a required study, must take it again in class. A student who, by special permission, is given the privilege of taking an examination or a monthly quiz at any other than the regular time, must first pay the registrar a fee of one dollar. Only when the receipt for such payment is shown the instructor is he permitted to give such special examination.

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HONOR SYSTEM

All written examinations, whether quizzes or finals, are conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind nor received aid from any source."

The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the student council any irregularity or evidence of dishonesty that may have been observed during the period of examination. The committee carefully weighs the evidence submitted and makes such additional investigation as it deems necessary. When it finds a student guilty of dishonesty, it reports the fact to the faculty with a recommendation for punishment.

## GRADING SYSTEM

In determining a student's rank, the combined marks of daily recitations, quizzes, articles, and reports count as two thirds, and the final examination as one third in the standing for the semester. Students whose average daily grades are below 60 are not permitted to take final examinations. In case, however, a student has been permitted by the faculty to be absent from regular recitations for a sufficient cause, his grade may be determined by examination alone.

The letters "Inc." on a student's card signify that the grade has been withheld because the work of the course has not been fully completed. Unless the work is brought up and the grade reported within ten weeks



of the beginning of the next semester that the student is in college, the grade becomes a condition, and is so recorded.

The student who has a condition in a subject,—a grade between 60 and 70,—must pass a second examination to obtain credit in that subject. He may pass this examination at any of the regular examination periods during the next semester in college. Otherwise the condition is changed to a failure.

In the case of a failure, a grade below 60, the student receives no credit for the course. If the study is an elective, he must either take it again, or take some other course in its place. Students who fail in a study will in no case be permitted to take another examination. Absence from quizzes or examinations, unless excused, is equivalent to a failure. Twice every semester students who have received a mark in their daily work less than the passing grade, 70, will receive notification.

Students whose work during the first semester is not satisfactory to the committee on delinquent students will be dropped from the college before the Christmas vacation or at the end of the semester.

When a student after his first semester has failed in one study, or has been conditioned in two or more studies, he is regarded as on probation, and his parents or guardians are so notified.

When a student has been on probation two semesters in succession, he must pass the following semester in all his hours or he will be dropped from the college.

When a student has failed in two or more studies, the president may forbid his return to college.



Members of the senior class are required to make up all deficiencies before the tenth week of their last semester.

## REPORTS

Every teacher reports three times a semester to the president, on blanks prepared for the purpose, the standing of each student in his classes, together with the number of his absences. When a student is falling behind in his work, he is notified and counselled to bring up his standing. If the failure continues two months in succession, his parents or guardians are notified.

A report of the grades of each student is sent to his parents or guardian at the close of each semester. During the first year of his residence at college, reports are also sent to the principal of the high school from which the student comes. Special reports will be given at any time on request.

## CONSULTATION HOURS

In order to be as helpful as possible to students, every instructor has two or more consultation hours every week, when he will be pleased to meet students and to talk with them about the work they are doing in his department, or about any other matters on which they may wish his counsel. Students are urged to avail themselves of this privilege, since thus they can come to know their instructors more intimately and receive from them assistance of much value. Perhaps nothing is more beneficial in college life than the student's contact with teachers of wide learning and high ideals of a moral and religious character.

## HONORS IN SCHOLARSHIP

Honors in scholarship may be obtained by special excellence in the work of the course and by special work and high grades in a particular department. The names of students who receive honors are published in the annual catalogue.

**Honor Standings.**—Honor standings are awarded at the close of each academic year, according to the following provisions: At the close of the freshman, sophomore, and junior years, *High Honors* are given those who have attained the grade of 90 in at least eighty per cent of their hours, without falling below 80 in any course. *Honors* are given to those who have attained a grade of 90 in at least sixty per cent of their hours, without falling below 80 in any course.

Seniors will be graduated with the honors *cum laude*, *magna cum laude*, and *summa cum laude*. Those who, during their sophomore, junior, and senior years (1) have maintained a grade of 90 in not less than fifty per cent of the courses required for graduation, including all courses in their major and minor subjects and all courses offered to meet group requirements, and (2) have not fallen below 80 in more than two per cent of such subjects, will be graduated *cum laude*. Students who, during the last three years of their college work, (1) have maintained a grade of 90 in two thirds of the courses required for graduation, including all courses in their major and minor subjects and all courses offered to meet group requirements, and (2) have not fallen below 80 in any course, will be graduated *magna cum laude*. The distinction of *summa cum laude* is reserved for unusual excellence, and cannot be awarded

if a student has fallen below 90 in more than ten per cent of his courses during the last three years of his work. It is bestowed by a special vote of the faculty.

**Department Honors.**—Departmental honors will be granted under the following conditions:

1. All candidates for honors must notify the head of the department in which they desire honors by the time they have completed the required work in that department.

2. No person may become a candidate for honors in two departments except by a special vote of the faculty.

3. All candidates for honors must be candidates for a degree and in full standing with their classes.

4. Candidates must not fall below the grade of 80 in more than fifteen hours and must obtain a grade of 90 in the department in which honors are sought.

5. Candidates must do their major work in the department in which they apply for honors, must elect at least eight additional hours, and must do such collateral work as the professor in charge of the department shall assign. The results of this collateral work should appear in a thesis of satisfactory length, representing investigation equal to at least six semester hours, which may be a part of the eight additional hours required. The thesis will be read before the head of the department and two other professors whom the president will appoint. It must be handed in not later than May 20, and its grade must be reported to the registrar not later than June 1 of the year in which the

honor is to be awarded. The thesis may, however, be waived at the discretion of the professor in charge.

6. Students who take departmental honors will have this fact announced in the catalogue, will be excused from final examinations in studies in which they have a term grade of 90, and will receive special mention at the commencement at which the honor is taken.

## GRADUATION

The College of Liberal Arts grants but one bachelor's degree, the bachelor of arts, which is bestowed on the fulfillment of the following conditions:

1. The candidate must have completed one hundred and twenty-eight semester hours, including the studies designated as required in the several groups.

2. He must have attained a grade of at least 80 in forty per cent of the required hours.

3. All conditions and "incompletes" must be removed by the tenth week of the last semester.

An exception is made in the case of graduates of Wisconsin state normal schools who have not taken foreign languages. For these a special course leading to the degree of bachelor of philosophy is outlined.

The degree of bachelor of music will be conferred upon those students who fulfill the requirements of the faculty for this degree. These requirements are stated in the paragraph on degrees in that part of the catalogue given to the Conservatory of Music.

## GRADUATE WORK

Graduate work may be pursued for the degree of master of arts.

This degree will be conferred upon graduates of Lawrence or of any college of recognized standing, who shall have completed one year's resident graduate work.

The following requirements must also be fulfilled:

1. The candidate must present thirty hours of credit in advanced courses previously approved by the heads of the departments concerned.

2. Not less than half the time may be devoted to a major subject, and at least one third of the time shall be given to one, or at most two, minor subjects. One of the minor subjects shall be allied with the major.

3. As a prerequisite to entrance upon a graduate major or minor, an undergraduate major or minor respectively is required.

4. The candidate shall present a typewritten thesis on a subject assigned by the head of the department in which he does his major work. This shall constitute not less than four hours of the time allotted to his major subject. It must be in the hands of the head of the department not later than May 1, and must be approved by him before the candidate is recommended for the degree.

5. Examinations, which may be taken as each subject is completed, are required. Persons doing graduate work are charged the same fees as undergraduate students. Graduate courses for degrees other than the master's are not given.

## CORRESPONDENCE WORK

No correspondence courses are offered by the college. For the present, correspondence work may be taken by Lawrence students at the universities of Chicago and Wisconsin, under the following conditions:

1. Not more than sixteen hours of correspondence work for credit will be recognized by the college, and not more than ten may be taken in any one department.

2. No correspondence work is allowed students while in residence at the college.

3. Grades received in correspondence courses taken at the universities of Chicago and Wisconsin will be recorded and treated for all purposes the same as grades received in residence.

4. If any student studies a course privately while not in residence at the college, and if the professor offering the course at Lawrence is satisfied that the work has been done thoroughly, then upon the written recommendation of the professor, the student adviser may allow the student in the first semester in which the course is offered following his private study, to repeat the same course, registering him for extra work,—above what he would otherwise be allowed—to the amount of one half the credit due the course, the student to be given the benefit of any fractional hour.

## SPECIAL STUDENTS

Students who desire to receive instruction in particular departments without becoming candidates for degrees, are admitted in case their previous education has



been sufficient to qualify them for the work they desire to do. Their fitness is determined by credits submitted from schools they may have attended, and by examinations which may be required at the discretion of the committee on entrance credits. They are expected to take the work prescribed in physical culture, unless especially excused. The studies they choose will be determined by consultation with the president, who is their adviser. If a special student is conditioned, or if he fails in two courses in any semester, his connection with the college is thereby terminated.

Special students must observe the same rules concerning matriculation and must pay the same fees as other students. They must bring credits and a recommendation from the principal of the school they have previously attended. Special students are subject to the same rules and regulations as students regularly enrolled in the college classes. No person who expects to be a candidate for a college degree may in any case enroll as a special student.

## REGULATIONS CONCERNING PUBLIC ENTERTAINMENTS AND EXHIBITIONS

Any club, association, or company of students proposing to give one or more entertainments or exhibitions, social, athletic, or otherwise, before making any contracts or engagements, must present its plans to the faculty committee on entertainments. No engagements may be made without the approval of this committee. A freshman with an entrance condition may attend, but he may not be a participant in such an enter-



tainment without the permission of his student adviser, and not then if his standing in any study is below 70. No student whose work is incomplete in more than one course, is allowed to manage or to be a participant in any game, contest, or entertainment given by any club, association, or team of students; and any student who is below grade in any three courses shall be debarred for the remainder of the semester from the privileges and duties of any social or athletic organization with which he may be connected.

Exceptions to these rules are made in case of members of the college athletic teams and glee clubs who must be passing in at least twelve hours of work.

## LIBRARY REGULATIONS

The library is open for the use of students under the following regulations: reference books may not be taken from the library; books used as collateral in the regular class work may not be drawn except for over night, and a fine of twenty-five cents will be exacted if the book is not returned by eight o'clock the following morning. Books other than those mentioned may be drawn for two weeks by students, and for four weeks by professors; and if not returned, fines will be imposed. As the library is for study, quiet is strictly required. Conversation, except in low tones and for very brief periods on strictly necessary matters, is prohibited. The taking of books from the library without having them duly charged is counted a grave offense and treated accordingly.

## INTERCOLLEGIATE DEBATES

Several intercollegiate debates are held each year. These for the past few years have been with Albion, Carroll, Ripon, and Beloit colleges. In other years debates have been held with Hamline, Carleton, and Lake Forest University. There is a triangular freshman and a triangular all-college debate every year. This work is under the supervision of the professor of public speaking.

## CREDIT IN PROFESSIONAL SCHOOLS

If a student at Lawrence selects the group of studies that is designed for his particular calling, full credit for such work can usually be secured in professional schools. Thus the University of Wisconsin allows credit in its School of Agriculture, School of Engineering, School of Pharmacy, and other departments. Northwestern University has also arranged to give graduates advanced standing in its professional schools. Those who enter the Garrett Biblical Institute, the School of Theology of Boston University, or Drew Theological Seminary receive credit sufficient to enable a student who has taken Greek, Hebrew, the history courses, and the courses in theism, science, the philosophy of religion, apologetics, and English Bible, to complete his theological work in two years. In short, if the right selections are made, credit sufficient to enable the student to shorten the professional course one year, may be secured in most professional schools.

## LAWRENCE AND THE UNIVERSITY OF WISCONSIN

An agreement has been entered into with the University of Wisconsin whereby both institutions have the

same entrance requirements and the same list of accredited schools. Students who change from either institution to the other will be given the rank of sophomores or juniors if they change at the end of the first or second years of their work. It is not deemed advisable by either institution for students to change at the end of their junior year, and where such cases occur, they will be dealt with on their individual merits.

### HONORARY DEGREES

Honorary degrees are granted by the trustees on the recommendation of the faculty, but subject to a limitation stated by the by-laws of the board, which reads as follows: "Honorary degrees shall be bestowed only on persons of marked scholarly attainments, as evidenced by published works, or upon persons who have attained to especially conspicuous positions in church or state." Petitions for the bestowment of honorary degrees are not received.

### CERTIFICATION OF TEACHERS

The state department of public instruction will issue unconditioned certificates to Lawrence graduates provided they have completed the required work in education and psychology and are recommended by the college. In order to meet these requirements and to be recommended by the college for this certificate, students must have completed the following work: Psychology 1, four hours; education, seven hours; and a departmental teachers' course in major or minor subject, two hours or an additional two hour course in the department of education.

The blanks required for making application for a teacher's certificate are furnished by the state superintendent on request. A student filling out and returning these blanks with a statement of his work from the registrar will receive a license to teach one year in any public school in Wisconsin. This license is renewable for the same period after a year of successful teaching. After a second year of successful teaching on a license of this kind, the teacher receives a certificate valid for life, a so-called "Unlimited State Certificate."

A graduate of the college who has not had the required amount of work in psychology and education may receive a certificate with certain conditions, recently announced by the state board of examiners. The announcement is as follows:

"(1) A student who graduates with creditable standing and who presents satisfactory testimonials of probable success in teaching will receive a license without the requirement of any professional subjects; (2) before renewal of the license the licensee must, by passing an examination, or by study at a recognized institution, obtain the equivalent of six credits in psychology and pedagogy; (3) before the life certificate is issued the entire twelve credits (three in psychology, nine in pedagogy) or their equivalent, must be earned."

"In addition to insisting on a prompt bona fide beginning in the satisfaction of the professional requirements, the board has lately defined the distribution of the work within the twelve credits. One-fourth of the credits, neither more nor less, must be in modern psychology of college grade."

The University of Wisconsin requires its graduates to have completed eight hours of work, five of which must be in education, in addition to the requirements for graduation before it will recommend them for a teacher's certificate. That our students may not be at a disadvantage because of this extra training of University graduates we recommend that students expecting to teach elect four to eight hours in addition to the 128 hours required for graduation. Average and superior students may easily meet these additional requirements by arranging their courses as suggested in the education group on page 116.

While it is not advised, it sometimes happens that undergraduates who have completed two or three years of collegiate work, desire to teach before completing their college course. In order to be recommended by the college to the state board of examiners for a permit, such students must have completed fourteen hours in the major subject to be taught in the high school, ten hours in a second subject, four hours in psychology and have completed two courses in education, one of which must be Secondary Education or Principles of Teaching.

### EXTRA-CURRICULAR ACTIVITIES

While believing that the experience gained by students from leadership and participation in the various activities of college life is important and should be encouraged, it has been found that limitations on such extra-curricular activities are desirable, in order that the regular college work may not be interfered with and that a greater number of students may have an opportunity to participate in such activities, and thus

secure the benefit they confer. With a view to accomplishing these ends, the following regulations have been adopted—

1. All organized and other regular student extra-curricular activities of the college are classified on the basis of "units," the value of the "units" being the approximate amount of time per week required to perform such activities, together with the distraction caused thereby. (Some of the less important activities are listed as one unit each merely to limit the number in which any one student may take part.)

2. Students with an average standing of 90 in all registered courses are permitted a maximum of six units per week per semester of extra-curricular activities, provided they take no more than sixteen hours per week of regular college work. For each additional hour of regular college work taken, one unit is deducted from the maximum number of units of extra-curricular activity permitted. For each unit of extra-curricular activity taken in excess of the maximum of six units, one hour is taken from the number of hours permitted of regular college work.

3. Students with an average standing of 80 in all registered courses are permitted, subject to the same provisions as in (2) above, a maximum of five units per week per semester of extra-curricular activities.

4. Students with an average standing of 70 in all registered courses are permitted, subject to the same provisions as in (2) above, a maximum of four units per week per semester of extra-curricular activities.

5. For each "incomplete" condition, or failure a further reduction of one unit is made from the maxi-



mum number of units permitted any student on the basis of his average standing in all registered courses.

6. The following group of extra-curricular activities, based on their approximate values in units, has been adopted as a standard in determining the number of extra-curricular activities in which a student may engage:

ACTIVITY	Value in Units per Semester	
<i>Ariel</i>	1st	2nd
Editor-in-chief .....	2	3
Business Manager .....	2	3
Assistant Business Manager.....	1	2
Staff .....	1	1
 Athletic Board—		
Officers and Members.....	1	1
Athletic Manager .....	4	4
 Baseball—		
College Team .....		2
 Basket-ball—		
College Team .....	1	2
Substitutes and Second Team.....	1	2
 Board of Oratory and Debate—		
Members .....	1	1
 Class Organizations—		
Officers .....	1	1
 Choir and Choral Club—		
Members .....	1	1
 Debate—		
Intercollegiate Team .....	4	4
Freshman Team .....	4	4
 Departmental Clubs—		
Officers .....	1	1
 Dramatic Club—		
Members of Cast.....	3	3
Members of Club.....	1	1



Football—		
College Team .....	3	
Substitutes and Second Team.....	2	..
Freshman Team .....	2	
Fraternities—		
House Stewards .....	2	2
Other Officers .....	1	1
Glee Clubs—		
Manager .....		3
Members .....	2	2
House Government Associations—		
Presidents and Other Officers.....	1	1
Lawrence Union—		
Officers .....	1	1
<i>Lawrentian</i> —		
Editor-in-chief .....	4	4
Assistant Editor .....	2	2
Business Manager .....	3	3
Assistant Business Manager.....	2	2
Staff .....	1	1
Literary Societies—		
Officers .....	1	1
Oratory—		
Intercollegiate Representatives .....		3
Interclass Representatives .....	2	
Sororities—		
Officers .....	1	1
Student Senate—		
President .....	3	3
Vice-president .....	2	2
Secretary .....	1	1
Treasurer .....	2	2
Members .....	1	1
Track—		
College Team .....		2
Candidates .....		1
Y. M. C. A.—		
President .....	4	3
Treasurer .....	2	1
Manager of Employment Bureau.....	2	2
Other Officers .....	1	1

## Y. W. C. A.—

President .....	4	3
Treasurer .....	2	1
Other Officers .....	1	1

All offices in other literary, scientific, philosophic, social, athletic, or fraternal societies or clubs in Lawrence College, and all memberships of any athletic teams not mentioned above, are reckoned as one unit.

Students engaged in any form of labor during the college year for maintenance, are grouped individually by their advisers, who classify them by dividing the number of hours per week devoted to such labor by four.

7. The record on which the number of units of extra-curricular activities is determined, is the record for the semester preceding the semester during which the student is engaged in such activities, except in the cases of freshmen and other students entering college for the first time, in which case the first month's record in college is the basis of determination.

8. The secretary of each student organization is required to file a list of officers-elect with the registrar within seven days after election. Failure to comply with this regulation on the part of any secretary deprives that secretary of the right to any extra-curricular activities for the semester.

9. Each student is required to present to his adviser at the time of registration, a statement giving the extra-curricular activities in which the student expects to engage, together with his average standing in all registered courses for the preceding semester. The adviser records the number of units of extra-curricular activities of each student on his registration card and

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is governed by the regulations above in the further registration of the student. In case a student wishes to engage in extra-curricular activities after registration, or has been elected to some office after the opening of the semester, he shall present to his adviser a statement as above and have his registration card revised accordingly.

10. The failure of a student to comply with the above regulations means a forfeiture of the same number of hours of college credit as units of extra-curricular activity involved.

## ADMISSION TO THE COLLEGE

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### CONDITIONS

Admission to the college is by examination or by certificate from accredited schools.

The regular examinations for admission occur on the Tuesday preceding the beginning of the first semester. Examinations are also held on the first Saturday of the second semester, at 9 o'clock a. m., to accommodate those who enter at that time.

On the presentation of certificates giving their standings, graduates of any school that has been approved by the faculty may be admitted to the college without examination, except that every student must submit to a test in English which consists of writing a theme on some familiar subject. This test is held at 2:00 p. m. on Tuesday, the first day of registration. These certificates must show in detail the studies pursued by the applicant in preparation for college, and should bear the recommendation of the principal. Blank forms for credentials may be had on application to the registrar.

Certificates should be sent by the principal direct to the registrar as early as August 30, that they may be examined and the student's classification determined before the opening day of the college year. Delay and confusion will thus be avoided.

Certificates are accepted in lieu of examinations only in so far as the subjects correspond in quantity and quality to those prescribed for admission, or are their

full equivalent. It is understood also that if the student is found, after a fair trial, to be so deficient in any study for which credit has been given him that he cannot profitably continue in the class assigned, he may be remanded to such a class in that subject as he is prepared to enter; but the classification to which his certificate has admitted him is not changed.

All candidates for admission must present satisfactory testimonials of good moral character, and, in addition, certificates of regular dismissal will be required from those who have been students in other colleges.

## REQUIREMENTS FOR ENTRANCE

Students are admitted to the College of Liberal Arts on the basis of units offered. A unit is understood to mean a subject pursued for forty-five minutes, five times a week, for one year, or an equivalent of that amount of work. Subjects closely related and not having been pursued for an entire year, may be combined so as to equal a whole unit: as, physiology, zoology, etc. A subject coming three times a week for a year and a half may be counted as a unit.

Fifteen units are required for admission, nine of which are required and six are elective.

### I. The following subjects are required of all:

English .....	3 units
Foreign Language .....	2 units
History, including Social Science.....	1 unit
Mathematics .....	2 units
Natural Science .....	1 unit

II. In addition to the requirements under I, six units must be offered from the following elective subjects:

Agriculture .....	$\frac{1}{2}$ to 1 unit
Botany .....	$\frac{1}{2}$ to 1 unit
Chemistry .....	1 unit
Civics .....	$\frac{1}{2}$ unit
Commercial Geography .....	$\frac{1}{2}$ unit
Commercial Subjects .....	2 units
Drawing .....	$\frac{1}{2}$ to 1 unit
Domestic Science .....	$\frac{1}{2}$ unit
Economics .....	$\frac{1}{2}$ unit
English Composition .....	1 unit
English Literature .....	1 unit
French .....	1 to 4 units
German .....	1 to 4 units
Greek (Grammar, Lessons, and <i>Anabasis</i> )....	2 units
Greek (Homer's <i>Iliad</i> ).....	1 unit
History .....	1 to 3 units
Latin (Grammar, Lessons, and Cæsar).....	2 units
Latin (Cicero) .....	1 unit
Latin (Vergil and Ovid).....	1 unit
Manual Training .....	1 unit
Mathematics (Algebra) .....	1 unit
Mathematics (Advanced Algebra).....	$\frac{1}{2}$ unit
Mathematics (Plane and Solid Geometry).1	$\frac{1}{2}$ units
Mathematics (Plane Trigonometry).....	$\frac{1}{2}$ unit
Physics .....	1 unit
Physiography .....	$\frac{1}{2}$ to 1 unit
Physiology .....	$\frac{1}{2}$ unit
Psychology .....	$\frac{1}{2}$ unit
Theory and Art of Teaching.....	$\frac{1}{2}$ unit
Zoology .....	$\frac{1}{2}$ to 1 unit

**Limitations.**—Not more than four of the required fifteen units will be accepted for admission in any one subject, and not more than four units may be selected from manual training, drawing, domestic science, or commercial or other vocational subjects. If no more than two units of foreign language are offered, in order to meet the language requirements for entrance they must be in one language only. If but one unit of foreign language is offered, it will be accepted in making up the fifteen units, but it will not be considered in

any sense, even in part, as meeting the language requirements.

**Admission without Foreign Language.**—Students entering the college are advised to present Latin, or Latin and a second foreign language, to the extent of at least four units. Students may be admitted, however, without any foreign language under the following conditions: (1) They must offer fifteen units subject to all the limitations heretofore stated, except that the two units of foreign language specified above as required of all may be replaced by two units of any elective subject or subjects. (2) The language requirements, however, must be met before the beginning of the junior year. This will ordinarily require extra work to the extent of four hours a week for one year, which will not be credited as part of the number of unit-hours required for graduation from the college. (3) Students admitted with a condition in language must elect at least three units of foreign language in college, in addition to the language taken to meet their condition in language, except that those electing the pre-engineering group, or the special chemistry group, of studies need elect but two units.



## SUBJECT OUTLINE OF REQUIREMENTS

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### ENGLISH

The entrance requirements in English involve work in grammar, composition, rhetoric, and literature.

**Grammar.**—The student should be prepared to state intelligently the essential principles of grammar; he should be familiar with the parts of speech, their inflections and uses; and he should be ready and accurate in the analysis of sentences.

**Composition.**—The high-school composition should aim at giving the student power to express his thoughts clearly and accurately on paper. Correct spelling, punctuation, and capitalization are essentials. It is expected that the student should have prepared under the direction of a competent instructor one or more written exercises every week for at least three years. A sufficient number of these exercises should be corrected by the teacher and revised by the student to secure the desired accuracy. The subjects upon which the student writes should not be drawn exclusively from literature; a considerable portion of them should be so distributed as to give proper training in the four forms of composition.

**Rhetoric.**—The student should be grounded in the essentials of rhetoric, but those principles should receive emphasis that are most likely to be of service to him in practical writing, such as the principles of sentence structure, paragraphing, the outlining of the essay, the choice and arrangement of words, the unity and coherence of the sentence and the paragraph, and the simpler qualities of style.

**Literature.**—The aim of literature is to foster in the student the habit of intelligent reading and to develop in him a taste for good literature by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that

he fails to appreciate the main purpose and charm of what he reads.

## I. BOOKS PRESCRIBED FOR READING

I. **Classics in Translation** (two to be selected): The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, v, xv, xvi, xvii; Homer's *Iliad*, with the omission, if desired, of Books xi, xiii, xiv, xv, xvii, xxi; Vergil's *Aeneid*. (The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.) For any selection from this group a selection from any other group may be substituted.

II. **Shakspeare** (two to be selected): *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Caesar*, *Macbeth*, *Hamlet*. Of the last three, only two may be chosen, because one must be selected in Group I of the books prescribed for study.

III. **Prose Fiction** (two to be selected): *Malory's Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress* (Part I); Swift's *Gulliver's Travels* ("To Lilliput" and "To Brobdingnag"); Defoe's *Robinson Crusoe* (Part I); Goldsmith's *Vicar of Wakefield*; Frances Burney's *Evelina*; any one of Scott's, Jane Austen's, Thackeray's, George Eliot's, Cooper's, or Dickens's novels; Maria Edgeworth's *Castle Rackrent* or *The Absentee*; Mrs. Gaskell's *Cranford*; Kingsley's *Westward Ho!* or *Hereward the Wake*; Reade's *Cloister and the Hearth*; Blackmore's *Lorna Doone*; Hughes's *Tom Brown's School Days*; Stevenson's *Treasure Island*, *Kidnapped*, or *The Master of Ballantrae*; Poe's selected *Tales*; Hawthorne's *House of the Seven Gables*, *Twice-Told Tales*, or *Mosses from an Old Manse*; a collection of short stories by various standard writers.

IV. **Essays, Biography, etc.** (two to be selected): The *Sir Roger de Coverley Papers*, or selections from *The Tatler*

and *The Spectator* (about 200 pages); selections from Boswell's *Life of Johnson* (about 200 pages); Franklin's *Autobiography*; selections from Irving's *Sketch Book* (about 200 pages) or Irving's *Life of Goldsmith*; Southey's *Life of Nelson*; selections from Lamb's *Essays of Elia* (about 100 pages); selections from Lockhart's *Life of Scott* (about 200 pages); Thackeray's *English Humorists* (lectures on Swift, Addison, and Steele); any one of Macaulay's essays on Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, or Madame d'Arblay; selections from Trevelyan's *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies*, or about 150 pages of selections from Ruskin; Dana's *Two Years before the Mast*; selections from Lincoln, including at least the two inaugural speeches, the speeches in Independence Hall and at Gettysburg, his last public address, and his letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman's *Oregon Trail*; Thoreau's *Walden*; selected essays of Lowell (about 150 pages); Holmes' *Autocrat of the Breakfast Table*; Stevenson's *Inland Voyage* and *Travels with a Donkey*; Huxley's *Autobiography* and selections from his *Lay Sermons*, including the addresses *On Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of letters by various standard writers.

V. **Poetry** (two to be selected): Palgrave's *Golden Treasury* (First Series [Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns]); Palgrave's *Golden Treasury* (First Series [Book IV, with special attention to Wordsworth, Keats, and Shelley, if not chosen under the poetry prescribed for study]); Goldsmith's *Traveler* and *Deserted Village*; Pope's *Rape of the Lock*; a collection of English and Scottish ballads; as, for example, some Robin Hood ballads, the "Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection of later ballads; Coleridge's *Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron's *Childe Harold* (Canto III or IV) and "The Prisoner of Chillon;" Scott's *Lady of the Lake* or *Marmion*; Macaulay's *Lays of Ancient Rome*,

"Battle of Naseby," "The Armada," "Ivry"; Tennyson's *Princess*, or "Gareth and Lynette," "Lancelot and Elaine," and "Passing of Arthur"; Browning's "Cavalier Tunes," "Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Hervi Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "Patriot," "De Gustibus—," "Pied Piper," "Instans Tyrannus"; Arnold's *Sohrab and Rustum* and *Forsaken Merman*; selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

## II. BOOKS PRESCRIBED FOR STUDY

I. **Drama** (one to be selected): Shakspeare's *Julius Caesar*, *Macbeth*, *Hamlet*.

II. **Poetry** (one to be selected): Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's "Coming of Arthur," "Holy Grail," and "Passing of Arthur,"; selections from Wordsworth, Keats, and Shelley in Palgrave's *Golden Treasury* (First Series, Book iv.)

III. **Oratory** (one to be selected): Burke's *Speech On Conciliation with America*; Macaulay's two speeches *On Copyright* and Lincoln's speech at Cooper Union; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

IV. **Essays** (one to be selected): Carlyle's *Essay on Burns*, with a selection from Burns's poems; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

## HISTORY, CIVICS, AND ECONOMICS

Students may offer any one or more of the following units of history and civics:

Ancient History (Greek and Roman) (1 unit).

Medieval and Modern History (1 unit).

American History (1 unit).

Civics ( $\frac{1}{2}$  unit).

English History (1 unit).

Economics, or Social Science (1 unit).

## MATHEMATICS

1. **Algebra** (1 Unit).—The requirements in algebra include the following topics: the fundamental operations, factoring, common divisors and multiples, simple equations of one or more unknown quantities, involution, evolution, radicals, fractions, and quadratic equations.

2. **Advanced Algebra** ( $\frac{1}{2}$  Unit).—Simultaneous equations, ratio and proportion, graphical representation, binomial theorem for positive integral exponents, and logarithms, including the use of the table in simple numerical work.

3. **Plane and Solid Geometry** (1 Unit).—A combination course in plane and solid geometry, including the simpler parts of both. This is preferred when only one unit of geometry is offered.

4. **Plane Geometry** (1 Unit).—A more extensive and intensive study of plane geometry extending throughout the year.

5. **Solid Geometry** ( $\frac{1}{2}$  Unit).—A half-year of solid geometry, following a year of plane geometry, will be credited a half-unit.

6. **Trigonometry** ( $\frac{1}{2}$  Unit).—Solution of right and oblique plane triangles, trigonometric equations and familiarity with the use of logarithmic and trigonometric tables.

Additional credit, not to exceed a total of four units in mathematics, will be given those who have had further work in algebra, trigonometry, or surveying.

## SCIENCE

1. **BIOLOGY:**

(a) **Botany** (1 Unit).—Either of the following books should prove satisfactory as a text-book: Andrew's "Practical Course in Botany" (American Book Co.); Bergen and Caldwell's "Practical Botany" (Ginn); Coulter's "Plant Life and Plant Uses" (American Book Co.); or Atkinson's "Botany



for Schools" (Holt). Payne's "Manual of Experimental Botany" is suggested as a suitable guide for the laboratory work.

(b) **Zoology (1 Unit).**—Jordan, Kellogg, and Heath's "Animal Studies" (Appletons) or Linville and Kelly's "Text-book of General Zoology" (Ginn) will be found adequate as text-books when accompanied by a suitable laboratory manual.

(c) **General Biology (1 Unit).**—In schools where it is desired to combine Botany and Zoology in a single year of work Hunter's "Essentials of Biology" or "Civic Biology" (American Book Co.) will be found useful as texts. Sharpe's "Laboratory Manual in Biology" (American Book Co.) is well adapted to be used by pupils of high-school age.

(d) **Physiology.**—In schools where only a half year is devoted to this subject it should, if possible, be preceded by a course in zoology or biology. Eddy's "Text-book in General Physiology" (American Book Co.), or Walter's "Physiology and Hygiene for Secondary Schools" are suggested as satisfactory text-books. In schools where it is desired to unite Zoology and Physiology in a year of work Kellogg's "Animals and Man" (Holt) is recommended.

2. **CHEMISTRY (1 Unit).**—A year's work in descriptive chemistry, covering both metals and non-metals and divided about equally between the class room and the laboratory. A careful record of experiments should be kept and presented for inspection at the time of examination. Some such text as Remsen's *Introduction to the Study of Chemistry*, with the manual, comprises the work required.

**PHYSICS (1 Unit).**—One year's work in elementary physics. The work should be essentially that outlined in the requirements of the North Central Association of Colleges and Secondary Schools, and is satisfactorily covered by the better text-books in elementary physics. The laboratory note-book should be presented by candidates for admission.

4. **PHYSIOGRAPHY ( $1\frac{1}{2}$  Unit).**—This course should include: (1) principles as presented in the best recent text-books; (2) field study, with records of field trips; (3) ability to use topographic maps, weather charts, etc.

## VOCATIONAL SUBJECTS

Students may offer not more than four units in manual training, domestic science, agriculture, or commercial and other vocational subjects, the work to be of the character and amount outlined in the manual reports of the North Central Association of Colleges and Secondary Schools.

## LATIN

## I. AMOUNT AND RANGE OF READING REQUIRED

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, should be not less in amount than Caesar, *Gallic War*, I-IV; Cicero, the *Orations against Catiline*, *For the Manilian Law*, and *For Archias*; and Vergil, *Aeneid*, I-IV.

2. The amount of reading specified above should be selected by the schools from the following authors and works: Caesar's *Gallic War* and *Civil War* and Nepos's *Lives*; Cicero's orations, letters, and *De Senectute*; Sallust's *Catiline* and *Jugurthine War*; Vergil's *Bucolics*, *Georgics*, and *Aeneid*; and Ovid's *Metamorphoses*, *Fasti*, and *Tristia*.

## II. SUBJECT AND SCOPE OF THE EXAMINATIONS

1. **Translation at Sight.**—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. **Prescribed Reading.**—Candidates will be examined also upon the following prescribed reading: Cicero, *Orations for the Manilian Law* and *For Archias*; Vergil, *Aeneid*, I, II, and either IV or VI, at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed readings are set for translation, will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.



**3. Grammar and Composition.**—The examination in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

## GREEK

**1. Greek Grammar.**—Any standard Greek grammar, including prosody.

**2. Xenophon's "Anabasis."**—Four books.

**3. Homer's "Iliad."**—Three books.

**4. Greek Prose Composition.**—Pronunciation according to written accents.

**5. Sight Translation.**—Students will be tested in reading easy Greek at sight.

## GERMAN

The admission requirements in German are those recommended by the Modern Language Association of America.

**1.** The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read (1 unit).

**2.** The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance

of short and easy, selected passages, and continued drill upon the rudiments of grammar (1 unit).

3. The work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language (1 unit).

## FRENCH

The admission requirements in French are those recommended by the Modern Language Association of America.

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with constant practice in translating easy variations of the sentences read, and the writing of French from dictation (1 unit).

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts—sometimes oral and sometimes written—or portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences (1 unit).

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation (1 unit).

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ADVANCED CREDIT

Any student who wishes advanced credit for work done in secondary schools, in addition to the fifteen units required for entrance, must take an examination on the study for which he desires credit. If he succeeds in the examination, he will be given as many hours of college credit, less one half, as the subject was credited in the secondary school.

Students who have taken part of their work in other institutions of college rank will be admitted to advanced standing on the basis of the certificates of standing they present. Such persons must bring with them letters of honorable dismissal and testimonials of good character.

## ACCREDITED SCHOOLS

Graduates from high schools that have been accredited, will be admitted without examination in the courses for which credit is given. Certificates should be forwarded before August 15 by the principal of the high school in which the student has taken his work, giving a detailed statement of his studies and standings. Blanks for this purpose may be secured by writing to the registrar. Students from academies or from high schools outside the state will be admitted by presenting standings equal to the entrance requirements, providing such schools are accredited at the state university of the state in which they are located. In such cases, however, the faculty reserves the right to examine and reclassify the student if his work in this institution shows defective preparation.

The following is a list of the schools which this institution has placed on its accredited list:

Abbottsford	Darien
Albany	Darlington
Algoma	Deerfield
Alma	De Forest, Windsor Township
Almond	Delafield, St. Johns Military Academy
Almery	Delavan
Amherst	De Pere
Antigo	Dodgeville
Appleton	Durand
Arcadia	Eagle River
Arena	East Troy
Argyle	Eau Claire
Ashland	Edgar
Ashland, Northland Academy	Edgerton
Athens	Elkhorn
Augusta	Ellsworth
Baldwin	Elroy
Bangor	Endeavor Academy
Baraboo	Evansville
Barron	Evansville Seminary
Bayfield	Fairchild
Beaver Dam	Fennimore
Beaver Dam, Wayland Academy	Fifield
Belleville	Florence
Belmont	Fond du Lac
Beloit	Fond du Lac, Grafton Hall
Berlin	Fort Atkinson
Black Earth	Fountain City
Black River Falls	Fox Lake
Blair	Frederick
Blanchardville	Galesville
Bloomer	Genoa Junction
Bloomington	Gillett
Boscobel	Glenbeulah
Brandon	Glenwood
Brodhead	Goodman
Brooklyn	Grand Rapids
Burlington	Grantsburg
Cadott	Green Bay, East
Cambria	Green Bay, West
Cambridge	Green Bay, St. Joseph's Academy
Camp Douglas	Green Lake
Cashton	Greenwood
Cassville	Hammond
Cedarburg	Hancock
Cedar Grove, Wisconsin Memorial Academy	Hartford
Chetek	Hayward
Chilton	Hazel Green
Chippewa Falls	Highland
Chippewa Falls, McDonnell Memorial High School	Hillsboro
Clinton	Hixton
Clintonville	Horicon
Cobb	Hudson
Colby	Hudson, Galahad, a School for Boys
Columbus	Humbird
Crandon	Hurley
Cuba City	Independence
Cumberland	Iola
	Iron River

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Janesville	Muscoda
Jefferson	Necedah
Juneau	Neenah
Kaukauna	Neillsville
Kendall	New Holstein
Kenosha	New Lisbon
Kewaskum	New London
Kewaunee	New Richmond
Kiel	North Crandon
Kilbourn	North Fond du Lac
La Crosse	Oakfield
Ladysmith	Oconomowoc
La Farge	Oconto
Lake Geneva	Oconto Falls
Lake Mills	Omro
Lancaster	Onalaska
Linden	Oregon
Little Chute	Osceola
Livingston	Oshkosh
Lodi	Palmyra
Lone Rock	Pardeeville
Loyal	Park Falls
Madison	Pepin
Madison, Sacred Heart Academy	Peshtigo
Madison, Wisconsin Academy	Pewaukee
Madison, Wisconsin, High School	Phillips
Manawa, Little Wolf	Plainfield
Manitowoc	Platteville
Marinette	Plymouth
Marion	Portage
Markesan	Port Washington
Marshall	Poynette
Marshfield	Prairie du Chien
Mattoon	Prairie du Chien, Keewatin Academy
Mauston	Prairie du Chien, St. Mary's Academy
Mayville	Prairie du Sac
Mazomanie	Prescott
Medford	Princeton
Mellen	Racine
Menasha	Racine College Grammar School
Menomonee Falls	Randolph
Menomonie	Redgranite
Merrillan	Reedsburg
Merrill	Reeseville
Middleton	Rhineland
Milton	Rib Lake
Milton College Academy	Rice Lake
Milton Junction	Richland Center
Milwaukee, East Division	Rio
Milwaukee, North Division	Ripon
Milwaukee, South Division	River Falls
Milwaukee, Washington High School	Roberts
Milwaukee, West Division	Rosendale
Milwaukee-Downer Seminary	St. Croix Falls
Milwaukee, German-English Academy	Sauk City
Mineral Point	Seneca
Minocqua	Seymour
Mondovi	Sharon
Monroe	Shawano
Montello	Sheboygan
Montfort	Sheboygan Falls
Monticello	Shell Lake
Mount Horeb	Shiocton
Mukwonago	Shullsburg

Sinsinawa, St. Clara Academy	Waterford
Soldiers Grove	Waterloo
South Milwaukee	Watertown
Sparta	Waukesha
Spooner	Waukesha, Carroll College Academy
Spring Green	Waunakee
Spring Valley	Waupaca
Stanley	Waupun
Stevens Point	Wausau
Stratford	Wausaukee
Stoughton	Wautoma
Sturgeon Bay	Wauwatosa
Sun Prairie	West Allis
Superior	West Bend
Superior, Nelson Dewey	Westboro
Thorp	Westby
Tigerton	West De Pere
Tomah	Westfield
Tomahawk	West Salem
Trempealeau	Weyauwega
Two Rivers	Whitehall
Union Grove	Whitewater
Unity	Wild Rose
Verona	Wilmot
Viola	Wilton
Viroqua	Wittenberg
Wabeno	Winneconne
Waldo	Wonewoc
Walworth	
Washburn	

## THE NORTH CENTRAL ASSOCIATION LIST

Graduates of schools accredited by the North Central Association of Colleges and Secondary Schools, and not in the college list of accredited schools, will be admitted upon the same terms as graduates of schools directly accredited by the college.

## THE COURSES OF STUDY

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### THE GROUP SYSTEM

The courses of study are arranged in what is known as the group system, which, in recent years, in very many institutions, has supplanted fixed courses. This arrangement is believed to have the advantage of giving the student a somewhat comprehensive view of the various departments of knowledge, and, at the same time, a chance to specialize in the line of his individual aptitude, or with reference to subsequent professional or graduate work. The group system aims to retain the advantages of both the fixed course system and the free elective system, while avoiding the defects of each,—to maintain a proper balance between educational control on the one side and individual freedom of choice and self-direction on the other. The various groups are so arranged that certain studies are required which are regarded as essential to a broad and liberal culture. At the same time a system of election makes it possible to secure advanced study in a subject in which the student may desire special training.

### THE UNIT DEFINED

The semester hour is the unit used in measuring the number of hours of credit that each course gives. By a semester hour is meant one recitation of class exercise per week, one hour in length, in a study continuing throughout a semester. Students are required to take sixteen semester hours per semester for full work, or thirty-two hours per year. As already stated, one



hundred twenty-eight hours complete the course and entitle the student to graduation. Two and a half hours of laboratory work are equivalent to one recitation hour.

## THE SELECTION OF COURSES

### REGULATIONS

1. Students are earnestly advised to study carefully the description of courses given in the subsequent pages of this catalogue and to note which courses are marked as prerequisites.

2. Each student is placed under an adviser and must select his studies by the adviser's counsel and direction. The adviser to whom he must go, is indicated by the following schedule, in which the letters stand for the initial letter of the student's surname:

A.—Professor Atkinson

B.—Professor Treat

C.—Professor Fairfield

D, E.—Professor Wright

F, G.—Professor Farley

H, I.—Professors Youtz and Eddy

J, K.—Professor Lymer

L.—Professor Baker

M.—Professors Mullenix and Fuerstenau

N, O, P.—Professor Naylor

Q, R.—Professor Bagg

S.—Professors Rogers and Dudley

T, U, V.—Professor Trever

W, X, Y, Z.—Professors Custer and Crafer

Graduates and Special Students.—President Plantz

3. When a student has selected a study continuing through more than one semester, he may not receive credit for it until he has completed the full work, unless excused by the faculty.

4. No student will be permitted to take more than seventy hours in any one group, or forty hours in any one department, except in the engineering and chemical courses.

5. No student is permitted to take less than fourteen or more than seventeen hours without permission of the faculty.

6. Every student must choose a major and a minor subject not later than the beginning of his junior year. The major must consist of not less than twenty-four hours in some one department, required work being included. The minor must consist of not less than fourteen hours, chosen in some one department other than the major. First year courses in Latin, Greek, French, and German, described as elementary, may not be counted as major or minor work. The representative groups given in the succeeding pages are so arranged that each includes a major in some subject and a minor in another. A study of these groups will assist the student in selecting his course in harmony with this requirement.

7. Except in the case of students in the special chemistry group or in the pre-engineering courses, the following are the requirements in language for the A.B. degree: sixteen semester hours of those who offer four units or more of foreign language at entrance; twenty-four semester hours of those who offer two or three units of language at entrance. Those who offer less than two units must make up deficiency in preparation by extra work. No credit will be given for elementary Greek, Latin, or German unless the subject is pursued for two years; but students who have com-

pleted their language requirements may receive credit for one year's work in any one of these subjects.

8. A candidate for a baccalaureate degree may, with the consent of the professor in whose department his major work is taken, and on a subject approved by him, present a graduating thesis, equivalent to four hours of credit. The thesis must represent some phase of the student's work in his major subject, must show that it represents careful preparation, must be typewritten on paper of good quality, eight by ten inches in size, and must be deposited in the college library at least two weeks before commencement. Before being accepted, it must be approved by the head of the department in which the work is done. After acceptance the thesis becomes the property of the college.

9. Students who are candidates for departmental honors, before electing their courses, should confer with the head of the department in which honors are desired.

## ARRANGEMENT OF COURSES

The courses offered in the College of Liberal Arts have been divided into the following seven groups, from which students must select their work according to the conditions described below.

**Group I. Ancient and Modern Languages and Literature, including Greek, Latin, Hebrew, German, French, and Spanish.**—Requirements: Sixteen semester hours must be selected from this group by those who have offered four units or more of foreign language at entrance; twenty-four semester hours, by

those who have offered two or three units of language at entrance. Those in the special chemistry and pre-engineering groups need elect but eight hours. Language taken in college to make up entrance conditions may not be counted.

**Group II. English, including Public Speaking.**—Requirements: Twelve hours must be elected in this group, six of which must be rhetoric and two public speaking.

**Group III. History, Politics, Sociology, and Economics.**—Requirements: Twelve hours must be elected in this group, at least six of which must be history. Students whose major is in some line of natural science are required to elect but nine hours, at least three of which must be history.

**Group IV. Mathematics, Engineering, and Astronomy.**—Requirements: Students majoring in any of the sciences must take six hours in mathematics. Those majoring in Biology may substitute a year of Chemistry for this requirement.

**Group V. Science, including Physics, Chemistry, Biology, Botany, Zoology, Geology, and Mineralogy.**—Requirements: Fourteen hours must be elected in this group, but students who major in language, literature, or history need elect but eight.

**Group VI. Philosophy, Psychology, Education, and Religion, including Biblical Literature.**—Requirements: Twelve hours must be elected in this group, three of which must be in Biblical Literature and two in Evidences of Christianity, unless the student belongs to the Roman Catholic or the Jewish church. Students

who expect to teach in the public schools of Wisconsin must elect psychology and education to the extent required by the state law.

**Group VII. Music, Art, and Physical Education.**—Requirements: All students not especially excused, must elect in this group four hours of physical education.

#### SUMMARY OF GROUP REQUIREMENTS.

	1	2	3	4	5	6	7
	Language	English	History and Economics	Mathematics	Science	Philosophy and Religion	Physical Education
Regular .....	*	12	12		14	12	4
<b>Special for Major</b>							
<b>Work in</b>							
Chemistry .....	8	12	9	6	14	12	4
Biology .....	*	12	9	*	14	12	4
Other Science .....	*	12	9	6	14	12	4
Pre-Engineering .....	8	12	9	..	14	12	4
Language .....	*	12	9	..	8	12	4
English .....	*	12	9	..	8	12	4
History .....	*	12	9	..	8	12	4

\*See Outline.

From the above statement of group requirements it will be seen that from sixty-three to seventy hours must be chosen from the groups. The remaining hours are elective, with the exception that the requirements for major and minor work must be kept in mind.

#### FRESHMAN REQUIREMENTS

In the freshman year each student must select his studies under the following directions:

(a) All students must elect English 1, and two hours in physical training. Students who expect to do considerable work in science must also choose six hours in mathematics.

(b) Students must take at least eight hours of French, German, Greek, or Latin, but may not take more than sixteen hours.

(c) Students must select in addition from the following courses sufficient to make a total of thirty-two hours for the year:

Art History 1.	German 1, 2, 3, 4.
Bible 1, 2, 3, 4.	Greek 1, 2, 3, 4.
Biology 1, 2.	History 1, 2, 3, 4.
Botany 1.	Latin, A.B., 3 or 4.
Chemistry 1, 2.	Mathematics 1 or 2.
Economics 1, 2.	Music 1, 2.
Education 1, 2.	Physics 1.
Engineering 1.	Physical Education 1, 2.
English 10, 11, 12, 13, 15, 17, 20, 25, 27, 42, 43, 44, 45, 53.	Politics 1, 2, 3.
French 1, 2, 3.	Public Speaking 1, 2, 3, 4.
Geology 1, 2, 8.	Sociology 1, 2, or 3.
	Spanish 1, 2.

## SUGGESTIVE GROUPS OF GENERAL CULTURE AND PREPROFESSIONAL COURSES

The object of a college education is twofold: namely, to assist the student in solving the theoretical problems in life and to prepare him to execute his calling efficiently as a member of society. The first object relates itself to general culture, the latter to laying the basis for technical or professional success. Lawrence has, therefore, arranged a number of groups with this twofold end of education in mind. Those under the



heading "General Culture Groups," are information courses, having as their end the development of the student in wisdom and contemplative ability, while those named "Professional Groups" are designed to lay a strong basis for technical training and to prepare the student for the practical work of life. By reading the descriptive matter at the head of each group, the student will learn not only what subjects constitute the major and minor in it, but what end it has been especially arranged to serve. These groups are not rigid requirements; they are simply suggestive, and are supposed to guide the student in his selection of courses in harmony with the particular object he may have in view. Additional information will be given by the student adviser; and it is further suggested that before choosing a major or minor, the instructors in whose departments the work comes, be also consulted as to the courses desired. Each group consists in the main of three years of continuous work in a major and a minor subject, combined with such other subjects as seem necessary to broaden the general outlook of the student, and at the same time to provide important collateral work with his principal subjects. The electives make it possible in most cases for the student, if he so desires, to pursue at least four years of continuous work in a major subject. Courses can be suggested by the student adviser that are especially calculated to lay a strong foundation for callings and professions other than those specified in the description of the groups. Those wishing to teach should select a general culture group containing the major and minor desired, and should elect courses in education desirable for teachers.



## GENERAL CULTURE GROUPS\*

## ANCIENT LANGUAGE

The Ancient Language Group is designed especially for those desiring the broadest training for literary professions and for those expecting to specialize in ancient languages.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Greek 8 Latin 8 English 4 History 6 Physical Education 2 Elective 4	Greek 8 Latin 8 English 5 Hebrew History 6 Psychology 4 Physical Education 2	Greek 6 Latin 4 English 2 Science 8 Philosophy 4 Elective <sup>2</sup> 8	Intro. Econ. or Prin. of Soc. 6 Philosophy 4 Religion 2 Art History 2 Elective <sup>2</sup> 17

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to do graduate work in ancient languages should have taken by graduation at least two years of modern languages.

\*In all groups two hours of public speaking must be elected during the Sophomore, Junior or Senior years.

## LATIN-MODERN LANGUAGE

The Latin-Modern-Language Group is designed for those preferring literary training where more emphasis is placed on modern language.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Latin 8 Modern Languages 8 History 6 English 4 Physical Ed. 2 Elective 4	Latin 8 English 3 Psychology 4 Science 8 Physical Ed. 2 Modern Language 8	Latin 8 Modern Language 4 English 2 Philosophy 6 Bible 3 Elective <sup>2</sup> 9	Intro. Econ. or Prin. of Soc. 6 Religion 2 Elective <sup>2</sup> 24

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to do graduate work in Latin should elect two years of Greek.

## MODERN LANGUAGE

The Modern Language Group is designed for students desiring literary training in modern rather than in ancient languages.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
German 8 Ancient Language 8 History 6 English 4 Physical Ed. 2 Elective 4	English 3 French 8 Ancient Language 8 Psychology 4 Physical Ed. 2	Philosophy 6 German 4 French 8 Science 8 Bible 3 Philosophy 4	Intro. Econ. or Prin. of Soc. 6 English 10 Religion 2 Elective 14

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

## ENGLISH-HISTORY

The English-History Group is designed to offer a broad training in English and history or to fit for teaching or for graduate work in these lines.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
History 6 English 4 Modern Language 8 Science 8 Physical Ed. 2 Elective 4	English 9 History 6 Modern Language 8 Psychology 4 Bible 3 Physical Ed. 2	English 10 History 6 Philosophy 4 Elective <sup>2</sup> 12	Intro. Econ. or Prin. of Soc. 6 English 6 Politics 4 Philosophy 4 Religion 2 Art History 3 Elective <sup>2</sup> 7

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to do graduate work in English should elect at least two years of ancient language, two of German, and one of French. Students expecting to do graduate work in history should have taken by graduation two years of German and one year of French.

## PHILOSOPHY-SOCIOLOGY

The Philosophy-Sociology Group is designed for those who desire to take their major and minor work in philosophy and sociology.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
History 6 Language 8 Science 8 English 4 Physical Ed. 2 Elective 4	Psychology 6 Politics 4 Sociology 2 Economics 4 Bible 3 Language 8 Physical Ed. 2	Philosophy 6 Prin. of Sociol. 6 Economics 6 History 6 Science 6 Elective 2	Sociology 6 Philosophy 6 Politics 4 English 4 Religion 2 Elective 10

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

## MATHEMATICS-PHYSICS

The Mathematics-Physics Group is designed for those intending to teach mathematics or physics, or for those desiring to do graduate work in these studies.

Freshman	Sophomore	Junior	Senior
Mathematics 6 Modern Language 8 History 3 English 5 Bible 3 Physical Ed. 2 Elective 4	Mathematics 6 Physics 10 Modern Language 8 Psychology 4 Physical Ed. 2 English 3	Mathematics 10 Physics 8 Chemistry 10 Elective 4	Introd Econ. 6 Astronomy 3 Mathematics or Physics 6 Geology 4 Religion 2 Elective 11

## CHEMISTRY-SCIENCE

The Chemistry-Science Group is designed as a general culture course where chemical study is moderately emphasized, or as a course fitting for teaching chemistry and general science, or as a preliminary course for graduate work in chemistry. Those who expect to teach chemistry or to follow this course with graduate work, are advised to choose general chemistry, qualitative analysis, quantitative analysis, and organic chemistry.

Freshman	Sophomore	Junior	Senior
English 4 Chemistry 10 Mathematics 6 German 8 Physical Ed. 2 Elective 2	English 3 Chemistry 8 Mathematics 6 German 8 History 3 Physical Ed. 2 Bible 3	Chemistry 8 Physics 10, or Biology 8 Mineralogy 5 Psychology 4 Elective <sup>1</sup> 5 or 7	Introd. Econ. 6 Geology 4 English 4 Religion 2 Elective <sup>1</sup> 16

1. Students expecting to do graduate work in chemistry or physics should elect at least five additional hours of mathematics.

## PREPROFESSIONAL GROUPS

## HISTORY-POLITICS

The History-Politics Group is designed to prepare for the subsequent study of law or for graduate work in history, politics, or economics. It is recommended also for students expecting to enter a business career.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
History 6 Language 8 Science 8 Physical Ed. 2 English 4 Elective 4	English 3 History 6 Politics 8 Language 8 Bible 3 Physical Ed. 2 Elective 2	History 6 Introd Econ. 6 English 4 Psychology 6 Elective <sup>2</sup> 10	Prin. of Soc. 6 Philosophy 4 Religion 2 Elective <sup>2</sup> 20

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students desiring to do graduate work should have taken by graduation two years of German and one year of French.

## EDUCATION GROUP

The education group is arranged for students expecting to teach and who wish the academic and professional work equivalent to the additional work required by the state university of its graduates. The courses in education, psychology and in required subjects are so arranged that a student may distribute the electives during the last three years of his course so as to meet the requirements for a major and a minor and have twenty-one hours for general electives. The work is outlined on the basis of seventeen hours each semester.

Freshman	Sophomore	Junior	Senior
English 4 Foreign Language 8 Science 8 Bib. Lit. 3 History 6 Physical Education 2	Foreign Language 8 Psychology 4 Education 4 English 6 Physical Education 2 Electives 10	History or Economics 6 Education 6 Electives 22	Education 3 Departmental Teacher's Course 2 Religion 2 Electives 27

## COURSE IN CHEMISTRY

It is the special aim of this course to offer facilities in training to those desiring to become chemists. The demand for chemistry, not only in teaching, but in many industries, is at present great and is rapidly increasing every year.

This course offers facilities for one to enter the field as a chemist, though it is not designed to fit one for any special line of chemical industry. With this foundation a short university course in special lines will equip one well to take up the specialty desired and to enter any field with reasonable prospect of successful advancement.

Freshman	Sophomore	Junior	Senior
English 4 Chemistry 10 German or French 8 Algebra 3 Trigonometry 3 Physical Education 2 Elective 4 Mathematics 2	Chemistry 8 (Qual Anal.) Mechanical Drawing 6 Analytic Geometry 6 Physics 10 English 3	Chemistry 8 (Quant. Anal.) Chemistry (Industrial) 4 Calculus 10 Biology, or Mechanics, or Economic His- tory and Theory of Economics, or Physics 10	Chemistry 10 (Organic) Chemistry 8 (Advanced) Analysis) Geology 4 Mineralogy 5 Elective 5

## SOCIAL SCIENCE

This group is designed for students who are particularly interested in social, political, or economic problems and who desire to specialize in these lines more largely than is possible in the other groups. It also furnishes a basis for the subsequent study of law and for graduate work in social science.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
English 4 Politics 4 Sociology 4 History 6 Modern Language 8 Bible 3 Physical Ed. 2 Elective 3	Politics 6 Economics 4 English 3 Science 10 Modern Language 8 Physical Ed. 2	Sociology 6 Economics 6 Science 4 History 6 English 2 Psychology 4 Ethics 4	Sociology 6 Economics 6 Philosophy 4 English 2 Elective <sup>2</sup> 14

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to take graduate work in the social sciences should have completed before graduation two years of German and one of French.

## ENGLISH-PUBLIC SPEAKING

The English-Public Speaking Group is designed for students who are looking forward to professional work in public speaking, or who expect to teach either English or public speaking.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Modern Language 8 History 3 Public Speaking 3 English 8 Science 8 Physical Ed. 2	Modern Language 8 English 8 Public Speaking 6 Psychology 5 Bible 3 Physical Ed. 2	English 7 Public Speaking 3 History 6 Education 6 Introd Econ. or Prin. of Soc. 3 Sociology 3 Elective 5	English 5 Public Speaking 6 Philosophy 4 Religion 2 Elective 15

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.



## RELIGION-PHILOSOPHY

The Religion-Philosophy Group is designed for those who expect to study theology, or for those who desire to emphasize philosophy and religion while giving a proportionate time to language.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
English 4 Ancient Language 8 Bible 6 History 3 Science 8 Physical Ed. 2 Elective 3	Religion 8 Ancient Language 8 Psychology 5 Science 6 Physical Ed. 2 English 3	Religion 6 Philosophy 4 Ancient Language 8 English 6 Elective 8	Philosophy 6 Introd. Econ. 6 History 6 Elective 14

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

## BIOLOGY-CHEMISTRY

This group is planned for the benefit of students who wish to specialize somewhat during their college course in preparation for the study of medicine. Any who are looking forward to special courses in agriculture, domestic science, or any lines of applied biology or chemistry, may well plan their courses on the basis of a suitable modification of this group, made in conference with the heads of those departments.

Freshman <sup>1</sup>	Sophomore <sup>1</sup>	Junior	Senior
Biology 8 Modern Language 8 Mathematics 6 Economics 6 English 4 Physical Education 2	English 3 Biology 8 or 12 (Course 5, or 3 and 4) Chemistry 10 Modern Language 8 History 3 Physical Education 2	Biology 12 or 8 (Courses 3 and 4 or 5) Chemistry 8 Psychology 4 Bible 3 Elective 5-9	Physics 10 Sociology 6 English 4 Religion 2 Elective 10

1. Persons expecting to do graduate work in biology should not fail to include in their undergraduate course a sufficient amount of work in German and French to give them a good reading knowledge of those languages.



## PRE-ENGINEERING COURSE

Arrangement has been made with the University of Wisconsin whereby a graduate of Lawrence who completes the pre-engineering course may obtain the degree of S.B. in any of the lines of engineering in two additional years, or he may obtain in two years and two summers the professional degrees, C.E., E.E., etc., provided, that in the case of civil engineers the sophomore surveying, and in the case of other engineers, a certain amount of shop work must be made up before graduation. This can usually be done in a summer session, and it is recommended that the summer following graduation at Lawrence be spent at the university in removing all conditions and in becoming adjusted to the technical course.

Freshman	Sophomore	Junior	Senior
English 4 German or French 8 Chemistry 10 Algebra 3 Trigonometry 3 Higher Algebra 2 Physical Education 2	English 3 Analytic Geom. 6 Mechanical Drawing 6 Physics 10 Physical Education 2 Elective (See list below)	Calculus 10 Descriptive Geometry (or Mechanics) 4 Physical Education 1 Elected (see list below)	Mechanics (or Descriptive Geom.) 6 Elective (See list below)

The electives must be chosen from the list below, subject to the following restrictions:

1. Surveying (6 hours) is required of all but chemical engineers.
2. Astronomy (6 hours) is required of civil engineers.
3. At least four hours of economics are required of all.
4. Not more than the specified number of hours may be elected in any one subject.
5. Not more than seventeen hours may be taken in any semester, except as extra hours may be allowed under the rules permitting extra work.

Chemistry Physics Mathematics English 4	Surveying 6 Astronomy 6 Geology 8 Mineralogy 5	Biology 10 Economics 10 History 6 English 6	Psychology 6 Education 6 Hebrew History 3 Christian Evidences 2
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NORMAL SCHOOLS

Students from Wisconsin State Normal Schools who apply for advanced standing on credits received in the college course now given by these institutions will be granted not to exceed sixty-four semester units, provided they have fully met the college entrance requirements before taking up their work in the Normal School.

Graduates from the present German and Latin courses of the state normal schools of Wisconsin are granted sixty-four units of college credit towards the degree of bachelor of arts, provided (1) they fully meet the requirements of the college for graduation; (2) they have completed the college entrance requirements before beginning their normal school work; (3) they have in the normal school selected studies of college grade; (4) those students who have taken elementary foreign language in the normal school comply with the same language requirements as students entering the college with no foreign language.

Graduates from the advanced courses at the state normal schools are granted sixty-four unit hours credit toward the bachelor of philosophy degree. In the selection of courses for graduation from Lawrence College at least sixteen unit hours of foreign language must be chosen.

## ADULT SPECIAL STUDENTS

The admission of special students is not encouraged, but in special cases, students who are twenty-one years or over will be admitted to certain courses, if the heads of the departments in which they wish to do their work, consider that their previous training has been

adequate to enable them to do the work in a thorough and satisfactory manner. Candidates applying for admission on the basis mentioned above must present a detailed statement of the training which they have previously received. Students who have completed the entrance requirements to college will not be registered as special students.

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## DESCRIPTION OF COURSES

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### I. ART HISTORY AND SOCIAL ESTHETICS.

#### PROFESSOR FAIRFIELD

For a first course, students should elect course 1, 4, or 11. Course 3 is recommended only to those who have taken course 2 or are expecting to teach Latin. Courses 6 and 7 are of special value to those who are taking their major in modern language.

1. **Studies in Appreciation.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

The purpose of this course is to introduce the student to the great masterpieces of art and to cultivate in him an appreciation of beauty wherever it may be found.

2. **Greek Art.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

The chief interest of the course centers in the major arts of architecture and sculpture. Special attention is given to the great age of Pericles in Athens.

3. **Roman and Medieval Art.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

Roman culture, particularly its architecture and sculpture; the beginnings of Christian art; the great church mosaics; the crafts; the development of architecture, culminating in the Gothic; the Moorish art in Spain and in the Orient.

4. **The Italian Renaissance.**—First Semester. M. W. F., 2:30. Credit, 3 hours.

The causes of the rise of the free cities and free thought in Italy; the art life of Pisa, Florence, and Rome; the various forms of art; the great masters, Giotto, Donatello, Leonardo, Raphael, and Michelangelo; and the great evolution that made them possible.

5. **Venetian and Spanish Painting.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: Art History 4.

A limited field and a special art make possible detailed study. Recommended for juniors and seniors only.

6. **The Northern Renaissance.**—Second Semester. M. W. F., 9:30. Credit, 3 hours.

The content of this course is Flemish, Dutch, and German art from the revival of learning to the present. Naturally, painting is most prominent with the names of Durer and Holbein, Rubens and Van Dyck, Ruisdael, Hals, and Rembrandt.

7. **French Art.**—Second Semester. M. W. F., 2:30. Credit, 3 hours.

A study of all the important forms of art in France from the beginning through the Gothic and the Classical to the Impressionists. Emphasis is placed on the nineteenth century, both for its influence on the art of other nations and for the great names of Delacroix, Corot, Rousseau, Millet, Courbet, Puvis de Chavannes, Barye, Rude, Dalou, and Rodin.

8. **English and American Art.**—Second Semester. Tu. Th., 2:30. Credit, 2 hours.

The study of English art is taken up first, and is largely devoted to painting, from Hogarth to the present. The emphasis of the course is laid upon the art of our own country,—the evolution of its architecture, public and domestic; our chief sculptors, with detailed study, of St. Gaudens; painters, with special reference to the more recent.

9. **Introduction to Architecture.**—First Semester. M. W. F., 10:30. Credit, 3 hours.

The great periods of architecture and the monumental buildings of each, form the chief topics of the course. The study is developed, not so much from the technical point of view as from that of evolution and appreciation.

10. **The House.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours.

In this course the general principles of esthetics are applied to the problem of the American home. The main topics treated are house plans and planning, fittings and sanitation, the principles of decoration, and their application to floors, walls, and furniture.

11. **Municipal Art.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

The city plan is considered from the point of view of the city dweller under the heads of architecture, communication, industry, recreation, and communal control. The discussion involves phases of art varying from mere utility to the highest beauty. After the general study of principles and their application in various cities, each student makes a special study of one or more cities and organizes his information into a class report.

## II. BIBLICAL LITERATURE.

PROFESSOR NAYLOR

A liberal education demands some serious study of the history and literature, law and social science, philosophy and religion of the people whose gifts to the world have been of the greatest dynamic.

The minimum of three hours credit required in this department of all protestant students should be taken before the beginning of the junior year. Three hours of Hebrew History may count as history credit if the requirement in the Biblical Literature department is covered by some other course in the Bible, and any of these courses may be combined with courses in the department of Religion for major and minor requirements.

Courses 1 to 4 should be taken consecutively, as they



cover the entire Bible and are designed to contribute toward the information, view-point and culture that are essential to educated leadership in the best elements of modern life.

1. **Hebrew History.**—(a) First Semester. M. W. F., 10:30 or 11:30. Credit, 3 hours.

The study of Hebrew History is fundamental in the interpretation of the history, literature, law, social science, philosophy, and religion of both Old and New Testament times. Moreover, the problems of authorship, inspiration, revelation, and interpretation, more naturally arise and are more readily settled in Hebrew History than in any other Bible study. This course comprises a survey of the social, political and religious progress, the rise and development of prophecy and prophetic literature, and the relations of contemporary peoples with Israel from the time of nomadic wanderings to the dispersion of North Israel among the nations in 722 B. C. Texts: Sanders' *History of the Hebrews* and Kent's *Historical Bible*.

2. **Hebrew History.**—(b) Second Semester. M. W. F., 10:30 or 11:30. Credit, 3 hours.

This course continues the history of the Hebrews from the fall of Samaria to the time of Christ; tracing the transformation of the people from a nation before the exile to a church ever afterward; the climax and decline of prophecy from Isaiah onwards; the origin and development of priestly and wisdom institutions and literature; the broadening effect of Greek philosophy and literature upon the Jews after Alexander's conquests; the narrowing effect of the reaction to Jewish exclusivism; the growth and expansion of the Messianic hope, and of most of the social and religious ideas, customs and parties which were dominant at the time of Christ. Texts: Sanders' *History of the Hebrews* and Kent's *Historical Bible*.

3. **The Life and Times of Christ.**—First Semester. Tu. Th., 10:30. Credit, 2 hours.

A survey of the life of Christ in its historical relations; the gospels as a fourfold biography; the teachings of Jesus, their



form, content, scope, and application to present day problems. One cannot estimate adequately the significance of the life and work of Christ without an intelligent survey of the interests and forces that gather through the centuries and culminate in His time. Therefore the Hebrew History courses are invaluable as background and atmosphere for the study of the Life of Christ. Texts: Burton and Matthews' *Life of Christ* and Stevens and Burton's *Harmony of the Gospels*.

**4. The Apostolic Age.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

A study in chronological and logical order of New Testament literature from Acts to Revelation, tracing the origin and expansion of early Christianity in relation to its Jewish and Roman environment. Texts: Gilbert's *Apostolic Age* and *The American Standard Revised Bible*.

**5. The Literary Study of the Bible.**—(a) First Semester. Tu. Th., 11:30. Credit, 2 hours, or, with extra collateral, 3 hours. Prerequisite: Hebrew History. Not given in 1916-17.

A survey of the literary elements in the Bible—lyric and epic, story, idyl, and drama,—with especial emphasis upon the wisdom literature of the books of Proverbs, Ecclesiasticus, Ecclesiastes, the Wisdom of Solomon, and Job. Texts: Wood and Grant's *The Bible as Literature* and Moulton's *Modern Reader's Bible*.

**6. The Literary Study of the Bible.**—(b) Second Semester. Tu. Th., 11:30. Credit, 2 hours, or, with extra collateral, 3 hours. Prerequisite: Hebrew History. Not given in 1916-17.

A study of the origin and development of the prophetic literature of the Old Testament and its counterpart in gospel, epistle and apocalypse of the new. The course involves a literary survey of the work and teachings of the prophets and apostles in their roles as seers, statesmen, social reformers, and religious leaders. Texts: Wood and Grant's *The Bible as Literature* and Moulton's *Modern Reader's Bible*.

**7. The Social Teachings of the Bible.**—First Semester. Tu. Th., 11:30. Credit, 2 hours, or, with extra collateral, 3 hours. Prerequisite: Hebrew History.

The course includes a study of the evolution of the Hebrew social system from nomadic habits and customs to the inauguration of Jesus' Social ideal, "The Kingdom of Heaven." Text: Wallis' *Sociological Study of the Bible*.

**8. The Social Effects of Bible Teachings.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours, or, with extra collateral, 3 hours. Prerequisite: Hebrew History, or The Life of Christ and the Apostolic Age.

A study of the rise of the Christian Church and of the influence of Christianity upon the social evolutions culminating in the nationalization of Europe, the world-wide social transformation of the Nineteenth century, a comparison of Jesus' Kingdom of Heaven with the various modern schemes for social amelioration: communism, socialism, anarchism, trade unionism, cooperative commonwealth, etc. The course is conducted by lectures and assignments for library work.

### III. BIOLOGY.

PROFESSOR MULLENIX, Animal Biology

MRS. THIELE, Plant Biology

MR. GOCHNAUER, Bacteriology

Courses 1 and 2 are designed primarily for Freshmen and Sophomores and are required of all whose major work is in this department, with the exception that students who intend to enter medical college may take work in zoology in lieu of course 2. Biology courses which do not involve laboratory work may not be offered in satisfaction of science requirements, nor may they count toward a major or a minor. Students who desire to equip themselves for teaching biological

sciences in secondary schools should, if possible, take courses 1, 2, 4, 7, and Physics 8.

It is strongly advised that students whose major subject is biology take collateral work in the department of chemistry sufficient to make possible some appreciation of the chemical changes involved in the vital processes of plants and animals.

1. **General Biology.**—Throughout the year. Lectures Tu. Th., 11:30; Laboratory sections, M. W., 1:30-4:00; Tu. Th., 9:30-11:30; F., 1:30-3:30; S. 9:00-12:00. Quiz sections, hours to be arranged. Credit, 8 hours.

An introduction to the fundamental facts and principles of biological science, based upon a comparative study of the morphology and physiology of typical plants and animals.

2. **Introduction to Botany.**—Throughout the year. Recitation or lecture, F., 2:30. Laboratory, Tu. Th., 1:30-4:00. Credit, 6 hours.

The morphology, physiology, and environmental relations of type forms representative of the larger groups of plants.

3. **Vertebrate Zoology.**—First semester. Tu. Th., 10:30. Laboratory, M. W. F., 1:30-4:00. Prerequisite, Biology 1. Credit, 5 hours.

A comparative study in the laboratory, of the anatomy of representative vertebrates, accompanied by lectures, reading assignments, and museum work. Prepares for course 4, which should be taken by students who take this course.

4. **Human Physiology.**—Second semester. M. W. F., 10:30. Laboratory, Tu. Th., 1:30-4:00. Credit, 5 hours.

A study of animal physiology with special reference to the human body. This course should be preceded by biology 1 and 2 and chemistry 1 when possible. Those who are to take

courses 3, 5, and 9 will do well to take them before taking this course. Alternate years. Not given in 1916-1917.

5. **Histological Technique.**—First semester. Recitation hour to be arranged. Laboratory, Tu. Th., 1:30-4:00; S., 9:00-12:00. Prerequisite, Biology 1. Credit, 4 hours.

Practical work in the preparation of temporary and permanent microscope slides of plant and animal tissues.

6. **Special Zoology.**—Hours to be arranged. Credit determined by the amount of time devoted to the course and the work accomplished.

Open to students who have had adequate preparation for somewhat independent work, with frequent conferences. For 1916-1917 studies of micro-organisms other than bacteria are planned, and in 1917-1918 work may be undertaken in the study of somatic and germ cells and the phenomena of cell division, or in the early stages of vertebrate development.

7. **Plant Physiology.**—First semester. Tu. Th., 8:00. Laboratory, M. W., 1:30-4:00. Prerequisites, Biology 1 and 2. Credit, 4 hours.

An experimental study of the responses of plants to various environmental stimuli. Osmosis, root pressure, transpiration, photosynthesis, respiration, and other plant processes.

8. **Special Botany.**—Second semester. Tu. Th., 8:00. Laboratory, M. W., 1:30-4:00. Credit, 4 hours. Prerequisite, Biology 7.

This course is designed to be of service to persons who contemplate the study of forestry or agriculture, or who are to teach botany or agriculture in secondary schools. It includes considerable work in the identification of trees and other flowering plants, a study of soils and the soil relation, modern methods of plant breeding, and a study of federal and state bulletins and reports upon various aspects of plant industries.

9. **Bacteriology.**—First semester. F., 1:30. Laboratory, M. W., 1:30-4:00. Credit, 3 hours. Prerequisite, Biology 1 or 2.

Sterilization and pure cultures; staining and counting of bacteria; bacteriological examination of milk and other foods, water, soil, and air; public and private water supplies; sewage and garbage and their disposal; role of bacteria in industrial processes; epidemics,—their causes, control and prevention; susceptibility and infection; toxins and anti-toxins; immunity.

10. **The Teaching of Biology.**—Second Semester. M. W., 2:30. Credit, 2 hours. Prerequisites, Biology 1, 6, and 8.

The place and value of biological sciences in curricula; present tendencies in biological instruction; the construction of courses and the making of lesson plans; the comparative examination of high-school text-books; organization and management of laboratory work; collection, preservation, and preparation of materials; some of the simpler methods of histological technique. Alternate years. Not given in 1916-1917.

11. **Evolutionary Biology.**—Second Semester. M. W., 2:30. May be taken as a two-hour or a three-hour course. Prerequisites: Biology 1 and 2. Alternates with Biology 10.

Lectures, library work, reports, and discussions. The following topics will receive such treatment as the time devoted to the course permits: the fact basis for the doctrine of descent; Darwinism, Lamarkism, and other theories of species formation; variation as related to evolution; the influence of environment upon development; the modern study of heredity; principles of animal and plant breeding; heredity in man; the eugenic movement,—its possibilities and its limitations; the bearing of biological principles upon social problems.

## IV. CHEMISTRY.

PROFESSOR YOUTZ AND MR. POPPE

Students choosing chemistry as a major should select courses 1 and 2, and either 3 or 5, or both. It is also preferable for them to elect mathematics through calculus, and considerable work in one or more collateral sciences. Those expecting to follow chemistry professionally should select mathematics and collateral sciences as above indicated, with courses 1, 2, 3, 5, and if possible, 4 and 6 in chemistry. The languages best suited for those specializing in chemistry are three years of German and one or two of French, including the language offered from the high-school.

1. **General Inorganic Chemistry.**—Throughout the year. M. W. F., 9:30. Credit, 10 hours. Prerequisite: Elementary Physics.

By a rather detailed study of oxygen, hydrogen, water, chlorine, and hydrogen chloride, the fundamental characteristics of chemical change, the gas laws, equivalents, formulae, and atomic weights are developed. Following this is a systematic study of the history, occurrence, preparation, properties, and compounds of most of the common elements, during which the ionic hypothesis receives attention. In the latter part of the course elementary testing of metallic and non-metallic ions is considered. Three lectures or recitations, and five hours laboratory work per week.

2. **Qualitative Analysis.**—Throughout the year. M. W. F., 11:30. Credit, 8 hours.

A systematic study of the acidic and basic ions, beginning with the simpler compounds and finally analyzing complex mixtures, ores, alloys, and other commercial products. One or two lectures or recitations, and five to eight hours laboratory work per week.



**3. Quantitative Analysis.**—Throughout the year. Tu., 11:30. Credit, 8 hours. Prerequisites: Chemistry 1 and 2.

Preparation of pure sodium chloride and potassium magnesium sulphate. Determination of the sensibility of the balance, water by ignition and by absorption, chloride, sulphate, magnesium, alumina in potash alum and iron in iron wire. Analysis of coal and heat value. Volumetric methods applied to the analysis of caustic soda, ammonium chloride, iron ore, bleaching powder, and sulphite liquors. Electrolytic and volumetric analysis of copper ore, and analysis of limestone and feldspar. Quantitative calculations are studied throughout.

**4. Advanced Quantitative Analysis.**—Throughout the year. Credit, 8 hours. Prerequisite: Chemistry 3.

This course may be varied to suit the requirements of the student. The most common combinations are: (1) sanitary water analysis, gas, fertilizer, and food analysis; (2) analysis of water, gas, paints, lubricating oils, soaps, minerals, and other industrial products.

**5. Organic Chemistry.**—Throughout the year. M. W., 10:30. Credit, 10 hours. Prerequisites: Chemistry 1 and 2.

The two lectures or recitations are accompanied by eight hours of laboratory work per week. The course comprises a systematic study of the different classes of carbon compounds with numerous syntheses in the laboratory. Special emphasis is laid on the testing of the properties of the compounds prepared, and the study of the class reactions.

**6. Industrial Chemistry.**—First Semester. M. T. W. F., 8:00. Credit, 4 hours. Prerequisites: Chemistry 1, 2, and 5.

A study of the chemistry of manufacturing industries as carried out on a large scale. Local manufacturing plants are



visited and reports made upon them as far as possible. Thorp's *Industrial Chemistry* is used, accompanied by additional notes, lectures, and references.

## V. ECONOMICS AND POLITICS.

### PROFESSOR ATKINSON

A major in Economics-Politics must include Economics 1 and 2, and Politics 1 and 3. A combination major with Sociology-Commerce must include Economics 1 and Politics 1. A major in Politics-History must include Politics 1, 3, and 5.

Students who major in Economics and Politics are strongly urged to elect studies in the correlated subjects of History, Sociology and Commerce.

### ECONOMICS

1. **Principles of Economics.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours. Open to Freshmen only by special permission of instructor.

The study takes up in some detail the laws of the production, distribution, and consumption of wealth and their application to the current problems of capital and labor, the tariff, money and banking, monopolies, taxation, etc. Text: Taussig's *Principles of Economics*.

2. **Economic History.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours.

A critical study of the social and industrial history of England, followed by an investigation of the economic growth of our own nation through the successive periods of colonial development, struggle for independence, westward expansion, and industrial organization. Lectures and assigned readings, with special use of Briggs's *Economic History of the United Kingdom*, Cheyney's *Introduction to the Industrial and Social*

*History of England*, and Bogart's *Economic History of the United States*.

3. **History of Economic Theory.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Economics 1.

A course covering the essential points in the writings of the master minds in the history of economic theory—Smith, Mill, Ricardo, Jevons and others.

## POLITICS.

1. **American Politics.**—First Semester. Tu. W. Th. F., 10:30. Credit, 4 hours. Open to Freshmen only by special permission of instructor.

A study of the forms, principles, and practical workings of the American local, state, and national governments, with discussions of present political standards, party platforms, and political tendencies of the time. Special attention is given to current literature on the subject. Text: Beard's *American Government and Politics*.

2. **Parliamentary Procedure.**—First Semester. M., 10:30. Credit, 1 hour.

In connection with the work in American Politics it seems essential to study the rules of procedure of parliamentary bodies, with special reference to the practical workings of the Congress of the United States. This course will include thorough parliamentary drills designed to prepare students to preside at conventions and public meetings.

3. **Comparative Politics.**—Second Semester. T. W. Th. F., 10:30. Credit, 4 hours. Prerequisite, Politics 1.

A comparative study of the forms of government and contemporary political problems of the leading modern nations, including especially England, Germany, France, and Switzerland. Text: Ogg's *Governments of Europe*, supplemented with assigned readings in leading texts on government.

4. **Current Politics.**—Second Semester. M., 10:30. Credit, 1 hour.

A critical study of the big events of current politics, with special reference to the present European complications and the coming national political contest in the United States.

5. **Municipal Government.**—First Semester. M. W. F., 3:30. Credit, 3 hours. Open to Freshmen only by special permission of instructor.

A study of the organization and administration of city government, especially in the United States. Special attention will be given to current movements in municipal politics. Text: Beard's *American City Government*, supplemented with readings from the best texts on European city governments.

6. **International Law.**—Second Semester. M. W. F., 3:30. Credit, 3 hours. Prerequisite: Politics 1. Not given in 1916-17.

A systematic discussion of the subjects, sources, and divisions of international law and of the general system of the rules of peace, war, and neutrality now operating among civilized nations. Readings and reports. Text: Hershey's *Essentials of International Law*.

7. **Problems in Political Evolution.**—Second Semester. M. W. F., 3:30. Credit, 3 hours. Prerequisite: Politics 1. Not given in 1915-16.

A study of the laws of political causation and the problems connected with the evolution of the state. Text: Gettell's *Problems in Political Evolution*.

## VI. EDUCATION

PROFESSOR ROGERS

Students not intending to teach but taking work in education as a part of a liberal education should choose from courses 1, 2, 4, 7, and 8.

The minimum requirement for a teacher's certifi-

cate is nine hours in this department, in addition to the four hours required in psychology, unless a student has had a departmental teachers' course in which case only seven hours in the department of education are required. Students are advised, however, to equal the professional training required by the state university of its graduates, by taking not less than eleven or twelve hours in education in order that they may not be at a disadvantage in securing positions as teachers.

Freshmen are not admitted to any course except by special permission of the professor in charge. Courses 1-2 and 11 only, are open to sophomores. Course 9 is required of all who expect to teach.

**1-2. History of Education.** Throughout the year. Tu. Th., 8:00. Credit, 4 hours.

The first semester's work is devoted to a study of the educational principles and institutions as found among primitive, ancient and medieval people with special reference to their bearing on present educational problems. During the second semester a study is made of the development of educational standards and institutions in Europe and America since the Renaissance. The work and influence of the leading men of each period will be considered.

**3. Secondary Education.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

This course deals with the relation that the high school bears to the colleges and universities on the one hand, and to the elementary schools on the other; the organization, administration, curriculum, present tendencies, and problems are also considered.

**4. Educational Psychology.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Psychology 1.

A course treating of mental development and the psycho-

logical basis of educational theory, with special consideration of the more important topics of educational psychology; such as, original and acquired traits, individual differences, etc., in connection with recent literature on the same.

**5. Psychology of High School Subjects.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Psychology 1.

An analysis of the psychological factors involved the different high school subjects is made and the bearing of the same on methods of teaching considered.

**6. School Administration and Supervision.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: three hours in Education.

A course organized to meet the needs of principals and superintendents. Problems of organization and administration and principles and methods of constructive supervision are considered.

**7a. Principles of Moral Education.**—First Semester. Tu. Th., 10:30. Credit, 2 hours.

A study of psychological and social factors which function in the development of social ideals during childhood and adolescence. The principles, materials, and methods of moral education will be considered.

**7b. Philosophy of Education.**—First Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisites: Psychology 1, Education 1-2 and Philosophy 2. Not given in 1916-1917.

A study of the educative process as a whole. The biological, psychological, and social factors in the educational situation will be considered both for their educational value in giving an insight into school as a social institution and for their practical value in giving a basis for the formation of fundamental principles. This course alternates with Education 7a.

8. **Social Education.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

A study of the relation of the school to social conditions, as reflected by aims, organizations, curricula, methods, etc. The social nature of the child, and how manifested at different periods of development, will be considered.

9. **Principles of Teaching.**—First Semester. M. W. F., 1:30. Credit, 3 hours. Prerequisites: Education 1-2 and 3 or 3 and 4 or 5 or be registered for the same.

The fundamental theories of education considered in their relation to the curriculum; also a consideration of the practical problems of the curriculum and methods of teaching. Number in class limited to make effective observation work possible.

10. **Course 9 repeated the Second Semester.**—M. W. F., 1:30.

11-12. **Educational Seminar.**—Throughout the year. Hours to be arranged. Credit, 2, 3, or 4 hours.

This course furnishes an opportunity to students who wish to investigate special problems in education. The assigned readings and reports will provide material for theses for students majoring in education. Students admitted to this course by special permission of the professor in charge.

13. **Principles and Methods of Religious Education.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

After a brief survey of the fundamental principles of religious education, the historic development, principles of organization and administration, curriculum and methods of teaching in the Sunday-school, will be considered. Not credited toward the minimum requirement for a state teacher's certificate.



## VII. ENGLISH.

PROFESSOR SPENCER, PROFESSOR DUDLEY

ASSISTANT PROFESSOR BARBER

MISS HARGRAVE, MISS MACNAUGHTON

English 0 is required of all students failing to pass the entrance tests in English, beginning September 11, at 2 p. m. English 1, 2, and 3 are required of all students for graduation, but may not be counted toward a major or a minor in the English department. English 11 is required of all students taking a major or a minor in English. English 10 or 13 is required for a major or a minor of all students who do not elect the four period courses, English 42, 43, 44, and 45. Public Speaking 2, 3, and 4 may be offered toward a major or a minor in English provided the number of such hours does not exceed ten for a major or six for a minor.

## REQUIRED COURSES.

0. **Sub-Freshman Composition.**—First Semester. Tu. Th., 10:30, 1:30. No credit. Professor Dudley, Miss Hargrave. Required of all freshmen failing in the entrance tests in English.

A review of grammar and punctuation. Daily and weekly themes. Individual instruction as far as possible.

1. **Rhetoric and English Composition.**—First Semester: Tu. Th., All Hours. Second Semester: Tu. Th., 10:30, 1:30. Credit, 2 hours. Professor Spencer, Professor Dudley, Assistant Professor Barber, Miss Hargrave, Miss Macnaughton. Required of all freshmen<sup>1</sup>.

A practical course in theme writing, designed to teach clearness, correctness, and effectiveness of expression. Em-

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1. Before a student may register for English 1, he must pass the preliminary examination in English composition, given Monday, September 11, at 2:00 p. m., in Main Hall, and required of all students entering the College of Liberal Arts.



phasis is placed on writing of the most practical sort. Two appointments are made during the semester with each student for individual criticism. Fortnightly, weekly, and daily themes are written, according to the needs of the individual student. The second semester's work is a repetition of that of the first semester for the benefit of students passing from English 0.

**2. English Composition.**—Second Semester. Tu. Th., All Hours. Credit, 2 hours. Professor Spencer, Professor Dudley, Assistant Professor Barber, Miss Hargrave, Miss Macnaughton. Prerequisite: English 1. Required of all freshmen.

A continuation of English 1, with major emphasis on exposition and argumentation. Weekly and fortnightly themes. See also English 20.<sup>2</sup>

**3. English Composition.**—First Semester: Tu. Th. 10:30, 11:30. Professor Spencer, Miss Hargrave  
Second Semester: Tu. Th., 8:00, 9:30. Professor Dudley, Assistant Professor Barber. Credit, 2 hours. Prerequisite: English 2. Required of all students for graduation. Not given in 1916-1917.

Study of all four forms of prose composition, with major emphasis on exposition and argumentation. Daily and weekly themes. One 2500-word paper is required at the close of the semester.

#### ELEMENTARY COURSES

*Designed primarily for freshmen and sophomores. Juniors and seniors electing these courses will have the credit of each course reduced one third.*

**10. Introduction to English Literature.**—Through-

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2. On the completion of this course only a provisional passing grade is given. If at any time later in his college course a student is reported careless or deficient in his English composition, he may be required to take additional work in the subject.

out the year. Tu. Th., 10:30. Credit, 4 hours. Professor Spencer.

A historical and appreciative study of English literature from Beowulf to the present time. Emphasis is laid on the development of new forms, on the relation of the literature of each period to that preceding and that following, and on the connection between literature and national history and life.<sup>1</sup>

**11. Introduction to American Literature.**—First Semester. M. W. F., 1:30. Credit, 3 hours. Assistant Professor Barber.

Preliminary lectures on the literature of the Colonial and Revolutionary periods. The emphasis of the course is laid on the poets, essayists, and novelists of the nineteenth century.

**12. Introduction to Shakspeare.**—First Semester. M. W. F., 9:30. Credit, 3 hours. Assistant Professor Barber.

A careful study of three or four plays.

**13. Principles of Literature.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Professor Dudley.

A study of the forms of literature. Examples of the drama, the epic, the lyric, the ballad, the romance, the novel, and the short story will be studied and an attempt made to determine the fundamental characteristics of each type.<sup>2</sup>

**15. Milton.**—First Semester. Tu. Th., 11:30. Credit, 2 hours. Professor Dudley. Not given in 1916-1917.

A study of *Paradise Lost*. Alternate years.

**17. English Versification.**—Second Semester. F.,

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1. Required for an English major or minor of all who have not had a historical course in English literature in high school or who do not elect English 42, 43, 44, and 45. See English 13 and footnote.

2. Students who have had a high-school course in the history of English literature should elect this course to fulfil their requirements for an English major or minor. Credit will not be given for both English 10 and 13.

1:30. Credit, 1 hour. Professor Dudley. Not given in 1916-1917.

The structure of English verse; a historical account of English versification; metrical and rhythmical theories.

#### INTERMEDIATE COURSES.

*Freshmen who have not had four years of high-school English may not elect courses in this group.*

**20. Commercial Correspondence.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: English 1. Professor Spencer.

A study of the routine correspondence of the practical business man. Designed especially for students electing work in the preprofessional groups of studies. Those wishing it may substitute this course for English 2 in meeting their graduation requirements.

**21. Expository Writing.**—First Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English 1. Miss Hargrave.

A study of the nature, processes, functions, and special applications of exposition. Daily and fortnightly themes.

**22. Argumentation.**—Throughout the year. Tu. Th., 2:30. Credit, 6 hours. Professor Orr.

See Public Speaking 4.

**23. Oration Writing.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Prerequisite: English 1. Professor Orr.

See Public Speaking 2.

**25. News Writing.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English 1. Professor Spencer.

What is news; getting the news; structure of the news story; types of stories; the localization and making of news. Alternate years.

**27. The Short Story.**—First Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English 1. Professor Spencer.

A study of short story composition; extensive reading of stories of all types.

**28. Short Story Writing.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English 27. Professor Spencer. Not given in 1916-1917.

The theory and practice of short story writing. Alternate years.

**30. Old English.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Professor Dudley.

The work of the first semester is devoted largely to Old English grammar and easy reading. In the second semester *Beowulf* is read and the history of the English language studied. Throughout the course emphasis is laid on the life and customs of the early English as reflected in Old English literature. Alternate years.

**35. Chaucer.**—First Semester. M. W. F., 11:30. Credit, 3 hours. Professor Dudley. Not given in 1916-1917.

An introductory course for students who have had no training in Old or Middle English. A reading of the Prologue to the *Canterbury Tales*, several of the *Tales*, and one other of Chaucer's more important poems is undertaken. Alternate years.

**36. Middle English.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Professor Dudley. Not given in 1916-1917.

A history of Middle English literature exclusive of Chaucer. Alternate years.

**42. English Literature, 1500-1688.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Professor Dudley.

A study of the Elizabethan and Puritan periods of English

literature, with special attention to Spenser and Milton. The drama is omitted because of its inclusion in English 68 and 70. Alternate years.

43. **English Literature, 1688-1789.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Professor Dudley.

The Period of Classicism. Mainly a study of Dryden, Swift, Pope, and Johnson. Alternate years.

44. **English Literature, 1789-1837.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Professor Dudley. Not given in 1916-1917.

The Romantic Movement. After a preliminary discussion of the earliest phases of the Romantic Movement, the work proceeds with a careful study of the poetical works of Burns, Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats. Of the prose writers, De Quincey and Lamb receive special attention. Alternate years.

45. **English Literature, 1837-1909.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Professor Dudley. Not given in 1916-1917.

The Victorian Age. As the works of Tennyson and Browning are studied in English 64 and 66, the emphasis of this course is laid on the minor poets, Mrs. Browning, Rossetti, Morris, and Swinburne; the novelists, Dickens, Trackeray, George Eliot, Meredith, and Hardy; and the essayists, Carlyle, Macaulay, Ruskin, and Arnold. Alternate years.

46. **Nineteenth Century Prose.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Miss Hargrave.

A careful study of De Quincey, Lamb, Carlyle, Ruskin, and Arnold.

48. **Technique of the English Novel.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Miss Macnaughton. Not given in 1916-1917.

A study of the structure of the English novel. Alternate years.

49. **History of the English Novel.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Miss Macnaughton.

A study of the development of narrative prose fiction in English from the later medieval prose romancers and storytellers to the twentieth century novelists.

50. **Technique of the Drama.**—Second Semester. M. W. F., 2:30. Credit, 3 hours. Miss Macnaughton. Not given in 1916-1917.

Relation of the drama to the novel and the short story; principles of plotting, structure, characterization, climax and suspense, and dialogue; the nature of tragedy, comedy, farce, and melodrama.

51. **Modern Drama.**—Second Semester. M. W. F., 2:30. Credit, 3 hours. Miss Hargrave.

A study of the most important English and Continental nineteenth-century dramatists, Ibsen, Hervieu, Suderman, Pinero, Jones, Shaw, Barker, Houghton, Galsworthy, Yeats, Synge, Gregory, and Tchekhof.

53. **The Ballad.**—Second Semester. M. W., 1:30. Credit, 2 hours. Professor Dudley. Not given in 1916-1917.

A study of the popular ballad of the fifteenth and sixteenth centuries; theories of ballad origin; modern balladry.

#### ADVANCED COURSES

*Elective for juniors and seniors.*

60. **Teaching of English.**—First Semester. M. W. F., 8:00. Credit, 3 hours. Assistant Professor Barber.

A careful review of grammar; a brief study of textbooks; practice in the correction of themes; the aims, methods, and organization of the English work in the high school. Pros-



pective teachers of English must have completed or have registered for this course before recommendation to teach will be given by the department.

**62. Wordsworth.**—First Semester. Tu. Th., 11:30. Credit, 2 hours. Professor Dudley.

A study of Wordsworth's spiritual and mental growth as a poet of nature and of man, under the influence of his physical and social environment. Alternate years.

**64. Tennyson.**—First Semester. M. W. F., 8:00. Credit, 3 hours. Professor Spencer.

All of Tennyson's works are read in chronological order, emphasis being placed upon *In Memoriam* and the *Idylls of the King*. Collateral readings are taken from the dramas. Especial attention is given to Tennyson's place in the development of English poetry, to the characteristic qualities of his verse, and to his close relation to the general currents of thought of his time.

**66. Browning.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Professor Spencer.

A study of his principal poems and of his age.

**68. Shakspeare.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Professor Spencer.

Shakspeare's plays are read in an approximately chronological order. Shakspeare's development as an artist, his relation to contemporary playwrights, and his place in the history of the English drama receive especial attention.

**70. Elizabethan Drama.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Professor Spencer.

The work begins with a study of the early conditions that shaped and made possible the Elizabethan drama. The plays selected for study are chosen not only for their literary and dramatic value, but also for their importance in the history of the English drama. Alternate years.



**72. Literary Criticism.**—Second Semester. M. W. F., 1:30. Credit, 3 hours. Assistant Professor Barber.

A historical study of English criticism. Discussion of theories of style. Alternate years.

## VIII. GEOLOGY AND MINERALOGY.

### PROFESSOR BAGG

Mineralogy with courses 1 and 2 are required of students who make Geology a major. Students specializing in Chemistry and Engineering should elect courses 5 and 6.

Courses 8, 9, and 10 are designed for those who expect to teach science. The minimum science requirements are met by taking courses 1 and 2 or courses 9 and 10, each of which two constitute one group.

**1. General Geology.**—First Semester. M. W. F., 11:30. Credit, 4 hours.

A study of the agents and processes involved in the earth's development. One laboratory period each week is required when no field excursions are taken. Text: *Scott's Introduction to Geology*.

**2. Historical Geology.**—Second Semester. M. W. F., 11:30. Credit, 4 hours.

A continuation of course 1, treating of the subdivisions of geologic history and of the laws governing the deposition of rock strata, together with a critical review of the life developed during each epoch. Laboratory and field study deals chiefly with characteristic fossils found in Wisconsin. Text: *Scott's Introduction to Geology* and Chamberlain and Salisbury's *Geology*, Vols. II and III.

**3. Structural Geology.**—Second Semester. M. W. F., 9:30. Credit, 3 hours.

An advanced course interpreting the structural relations

of rock masses, the origin and development of veins and ore bodies, and the metamorphic processes affecting the earth's crust. Recommended to students who expect to take up geologic field work or Civil Engineering. Courses 1 and 2 are prerequisite. Alternate years. Not given in 1916-1917.

4. **Paleontology.**—Second Semester. Hours to be arranged. Credit, 2 or 3 hours.

The study of fossils will be of value to students specializing in Zoology and Botany and indispensable for those who engage in Stratigraphy. Open only to juniors or seniors who have had Zoology or Biology. Text: Shimer's *Introduction to the Study of Fossils*.

5. **Mineralogy.**—Second Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours.

A study of the crystallographic, chemical and physical properties of minerals and of the methods of their identification by blow-pipe analysis. Exercises include the construction of crystal forms in six classes by clinographic projection and the reading of planes in three systems. Not open to freshmen or students who have had no chemistry. Texts: Williams, *Crystallography*, Rogers, *Introduction to the Study of Minerals*.

6. **Economic Geology.**—First Semester. M. W. F., 10:30. Credit, 3 hours.

The work involves a study of the origin, classification, and distribution of the ore deposits of the United States and Mexico, with special emphasis upon the zinc-lead area of Wisconsin and the iron and copper deposits of the Lake Superior region. Prerequisite: Geology 1 and 5. Text: Ries' *Economic Geology of the United States*.

7. **Petrology.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours.

A discussion of the origin and structure of rock masses, together with their component minerals. Special emphasis

is placed upon the physical properties of various building and monumental stones quarried and used in the United States. No prerequisite, but a knowledge of chemistry is desirable. Texts: Pirsson's *Rocks and Rock Minerals*,—Merrill's, *Stones for Building and Decoration*.

**8. Meteorology and Climatology.**—First Semester. Tu. Th., 8:00. Credit, 2 hours.

A critical study of the weather and of the prediction of storms. The first part deals with the reading and interpretation of recording instruments and of the construction of weather maps. The second part treats of world climates and the factors upon which these depend. Lectures include an outline of the effect of climate upon the distribution of plants and animals and of the relation of man to his environment. The course is an introduction to Physiography and designed for those who wish to teach Commercial and Physical Geography or engage in work of the Weather Bureau. Texts: Milham's *Meteorology*. References: Henry's *Climatology of the United States*, Bulletin Q. Ward's *Climate*, Especially Considered in its Relation to Man. Hann's *Handbook of Climatology*.

**9. Physiography.**—Throughout the Year. Tu. Th., 9:30. Credit, 6 hours.

The course in Physiography is planned for students intending to teach science. The laboratory work includes a study of topographic maps illustrating types of land relief. Field excursions in fall and spring supplement the regular laboratory training. Students should follow this subject with course 10. Text: Salisbury's *Advanced Physiography*.

**10. Geology of Wisconsin.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

Designed for students who do not wish a year's study in Geology but who desire to become familiar with the rocks, minerals, and fossils of Wisconsin. The lectures are supplemented by collateral reading from State and Government Geological Reports.

## IX. GERMAN.

PROFESSOR BAKER AND MISS FUERSTENAU

Courses 8 (or 9) and 11 required for major.

1. **Beginning German.**—Throughout the year. Tu. W. Th. F., 8:00. Credit, 8 hours.

Pronunciation, grammar, and practice in reading, writing and speaking German.

2. **Second Year German.**—Throughout the year. M. W. Th. F., 9:30. Credit, 8 hours. Prerequisite: German 1.

Reading of selected prose and verse. Grammar, composition and conversation.

3. a. **Third Year German: Reading.**—Throughout the year. W. F., 11:30 (2 sections) and 2:30. Credit, 4 hours. Prerequisite: German 2.

Reading of works by Storm, Keller, Baumbach, Wildenbruch, Meyer and Raabe.

b. **Third Year German: Composition and Conversation.**—Throughout the year. Tu. Th., 10:30 (2 sections) and 2:30. Credit, 4 hours. Prerequisite: German 2.

These two courses (3a and 3b) must be taken together.

4. **Advanced German Composition.**—Throughout the year. W. F., 9:30. Credit, 4 hours. Prerequisites: German 3a and 3b.

Translation. German Syntax, and original compositions. (This course may be very profitably combined with either German 6 or 7.)

5. **Scientific German.**—Throughout the year. Credit, 4 hours. Prerequisite: German 3a. (Hours to be arranged.)

**6. Sophomore German: Classical Drama.**—Throughout the year. Tu. Th., 9:30. Credit, 4 hours. Prerequisites: German 3a and 3b.

Reading of the easier dramas of Lessing, Schiller and Goethe.

**7. Life and Works of Goethe.**—Throughout the year. Tu. Th., 9:30. Credit, 4 hours. Prerequisites: German 3a and 3b and preferably German 6. (Not given in 1916-1917.)

**8. The Modern German Drama.**—Throughout the year. W. F., 9:30. Credit, 4 hours. Prerequisite: German 6 or 7. (Not given in 1916-1917.)

**9. The German Novel.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 6 or 7.

**10. German Lyrics.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 7, 8, or 7.

**11. History of German Literature.**—Throughout the year. W. F., 8:00. Credit, 4 hours. Prerequisite: German 6 or 7.

A study of German literature from its beginnings to the Classical period.

**12. History of German Literature.**—Throughout the year. W. F., 8:00. Credit, 4 hours. Prerequisites: German 6 or 7 and German 11.

A general survey of the Classical period and the Nineteenth century. (Not given 1916-1917.)

**13. Teachers' German.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours. Prerequisites: German 4, 6 or 7, 8 or 9, 11 and 12.

Grammatical and syntactical review, phonetics and the

use of Vietor's Lauttafeln. Lectures, discussions, reports, and practice in teaching. This course is intended for Seniors who expect to teach German.

14. **Elementary Middle High German.**—First Semester. Hours to be arranged. Credit, 3 hours. Grammar and easy texts.

15. **History of the German Language.**—Second Semester. Hours to be arranged. Credit, 3 hours. Prerequisites: German 12 and 14.

## X. GREEK.

PROFESSOR TREVER.

1. **Elementary Greek.**—Throughout the year. Tu. W. Th. F., 8:00. Credit, 8 hours.

Mastery of an elementary text, followed by about two books of the Anabasis or other easy prose. Lessons in writing Greek. This course does not count toward a major or minor in Greek.

2. **Xenophon.**—First Semester. Tu. W. Th. F., 9:30. Credit, 4 hours.

Anabasis supplemented by selections from the other historians. Prose composition and review of syntax. Students whose interest in Greek is only from the standpoint of the New Testament, may substitute for Xenophon selections from the Gospels and Acts.

3. **Homer.**—Second Semester. Tu. W. Th. F., 9:30. Credit, 4 hours.

Selections from the Iliad or the Odyssey, accompanied by a literary study of one epic in translation.

4. **Plato.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

Apology and Crito, followed by selections from the Phaedo,



Symposium, Xenophon's *Memorabilia*, and Aristophanes' *Clouds*, in order to gain a complete picture of the personality of Socrates.

5. **Tragedy.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

Two plays from Sophocles or Euripides. It is recommended that Greek 8 or 9 be taken in connection with this course. In case the needs of the class demand it, two comedies of Aristophanes will be substituted for Tragedy. Alternate years.

6. **Orators.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

Demosthenes' *De Corona* or selections from Lysias and Isocrates. Not given in 1915-1916.

7. **Selected Epistles of Paul.**—First Semester. Tu., 7:00-9:00 p. m. Credit, 2 hours. Prerequisite: two years of Greek. Training in New Testament interpretation.

#### GREEK LITERATURE, HISTORY AND ANTIQUITIES.

The following courses, requiring no knowledge of Greek, are open to all students. Their purpose is to open the door to a wider appreciation of Greek literature and civilization, especially for students of English poetry and history.

8. **Greek Drama in English.**—First Semester. Tu. Th., 11:30. Credit, 2 hours.

A study of the origin, development, and literary characteristics of the Greek Drama. Comparison of the three great Greek tragedians with each other and with modern dramatists. Not given in 1916-1917.

9. **History of Greek Poetry.**—First Semester. Tu. Th., 11:30. Credit, 2 hours.

Lectures and study of some of the best specimens of Greek literary art. The influence of Greek poetry upon the great English poets is emphasized. Alternate years.

10. **Classical Mythology.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours.

The myths are studied with special reference to their relation to English poetry. Not given in 1915-1916.

For courses in Greek and Roman History given by this department, see History 10 and 11. For courses in Greek plastic art, see Art History 2.

## XI. HISTORY.

PROFESSOR CUSTER: England, United States, and Modern Europe.

PROFESSOR TREVER: Greece, Rome, and Medieval Europe.

PROFESSOR NAYLOR: Hebrew History.

Six hours credit in this department are required for graduation; except that those whose major subject is some line of natural science need elect but three. Course 40 may not be counted toward a major or minor in history.

Students who major in history are strongly urged to elect studies in the correlated subjects of economics and politics. Those who take a combined major in history and politics are required to take courses 4, 5, 6, 21 and 22 in the history department. For the courses required in politics, see the department of Economics and Politics.

1. **Medieval Europe.**—First Semester. M. W. F., 10:30. Credit, 3 hours.

A general survey of the history of western Europe from

the barbarian invasions to the close of the fifteenth century. Intended primarily for freshmen, who expect to take more than the six hour requirement in history.

**2. Reformation, 1500-1648.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: course 1.

A continuation of course 1 as a more specialized course, open to upper classmen, and to freshmen who have done creditable work in the previous course. The great intellectual and religious problems of the period will receive special emphasis.

**3. Modern Europe, 1648-1815.**—First Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours.

Intended primarily for freshmen. Begins with the age of Louis XIV, and includes 18th century philosophy and science, French Revolution, and the age of Napoleon.

**4. Modern Europe, 1815-1916.**—Second Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours. Prerequisite: course 3.

A continuation of course 3, following the development of European nations down to the present day, with special attention to the conditions responsible for the Great War of 1914.

**5. History of England, 1485-1688.**—First Semester. Tu. Th., 9:30 and 10:30. Credit, 2 hours.

Not open to freshmen. This course, with the one following, traces the political and constitutional development of England from the accession of Henry VII in 1485 to the present day. It begins with a brief review of constitutional development up to 1485, leaving the political outline of that period to be included in course 1.

**6. History of England, 1688-1916.**—Second Semester. Tu. Th., 9:30 and 10:30. Credit, 2 hours. Prerequisite: course 5.

Not open to freshmen. A continuation of course 5.

10. **Greek History (to the Conquest of Alexander).**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

Freshmen admitted only by special permission of the instructor. The emphasis is laid upon the political, economic, intellectual, and literary development of the Greeks, and their contribution to modern civilization. The course is intended primarily for majors in history. Alternate years.

12. **Roman History (through the reign of Constantine).**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Not given in 1916-1917.

Freshmen admitted only by special permission of the instructor. A study of the political, economic, and social development of Rome, and its great practical contribution to modern civilization. Intended primarily for majors in history.

21. **American History, 1492-1814.**—First Semester. M. W. F., 8:00. Credit, 3 hours.

Open only to juniors and seniors. A general course, covering the colonial era, the revolution, the federal constitution, and domestic and foreign affairs down to 1814.

22. **American History, 1814-1900.**—Second Semester. M. W. F., 8:00. Credit, 3 hours.

Open only to juniors and seniors. A continuation of course 21.

31. **Hebrew History.**—First Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours.

Described in the department of Biblical Literature, course 1. Either course 31 or course 32, but not both, may be counted as partly fulfilling the six hour requirement in history.

32. **Hebrew History.**—Second Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours.

Described in the department of Biblical Literature, course 2.

40. **Teaching of History.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours.

Open only to seniors who intend to teach history. May not be counted toward a major or minor in history.

## XII. LATIN.

### PROFESSOR WRIGHT

Freshmen who have had four years of Latin in high-school should take courses 3 and 4; those who have had only two years, course B; and those who have had no Latin, course A.

The possibility is offered of electing Latin throughout the college course. Members of advanced classes are granted the privileges of the Jones Memorial Latin Library. Students who are planning to teach Latin as a profession are given special opportunities for preparation and training.

1. **Cicero, Vergil, Terence.**—Throughout the year. Tu. W. Th. F., 10:30. Credit, 8 hours. Not given in 1916-1917.

The *De Senectute* of Cicero, *Eclogues* of Vergil, *Odes* and *Epodes* of Horace, and *Phormio* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin.

2. **Ovid, Nepos.**—Throughout the year. M., 10:30. Credit, 2 hours. Not given in 1916-1917.

Easy translation course to supplement Latin 1.

3. **Cicero, Horace, Terence.**—Throughout the year. Tu. W. Th. F., 10:30. Credit, 8 hours.

The *De Amicitia* of Cicero, *Satires* and *Epistles* of Horace, and the *Heauton Timorumenos* of Terence. Quantitative

reading of the Latin aloud. Exercises in writing Latin. Alternates with Latin 1.

4. **Phaedrus, Latin New Testament.**—Throughout the year. M., 10:30. Credit, 2 hours.

Easy translation course to supplement Latin 3. Alternates with Latin 2.

5. **Pliny, Martial, Tacitus, Catullus.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisites: Latin 1 and 3. Not given in 1916-1917.

An advanced translation course.

6. **Juvenal, Livy, Cicero, Tibullus, Propertius.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisites: Latin 1 and 3.

Alternates with Latin 5.

7. **Latin Composition.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisites: Latin 1 and 3.

Practical work in Latin writing with a review of grammatical forms and syntax. This course includes also a systematic study of Roman private life and antiquities. For prospective teachers.

8. **Teachers' Training Course.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisites: Latin 1 and 3. Not given in 1916-1917.

Historical Latin grammar: pronunciation, hidden quantity, orthography, syntax of the subjunctive, syntax of the cases. Exercises in Latin writing. Purposes and methods in preparatory Latin.

A. **Beginning Latin; Caesar.**—Throughout the year. M. Tu. W. Th. F., 2:30. Credit, 10 hours.

A free elective course in elementary Latin and Caesar's *De Bello Gallico*.



**B. Cicero, Vergil.**—Throughout the year. M. Tu. W. Th. F., 1:30. Credit, 10 hours.

Four orations of Cicero and four books of Vergil's *Aeneid*. Exercises in writing Latin.

### XIII. MATHEMATICS, ENGINEERING, ASTRONOMY

PROFESSOR LYMER AND MR. EATON

Students majoring in one of the natural sciences are required to elect Mathematics 1 and 2, except that students majoring in Biology may substitute Chemistry 1. For other students the subject is elective. A major must include Mathematics 6, and a minor, 4b. Astronomy and courses in engineering, except Engineering 4, may not count on a major or a minor. Engineering students are advised to take the pre-engineering course as outlined.

#### A. MATHEMATICS

**1. Algebra.**—First Semester. Three Sections: M. W. F., 8:00, 10:30, 11:30. Credit, 3 hours.

A review of quadratics and simultaneous quadratics; graphical representation, the progressions, binomial theorem, logarithms, permutations and combinations, theory of equations. Text: Fite.

**2. Trigonometry.**—Second Semester. Three Sections: M. W. F., 8:00, 10:30, 11:30. Credit, 3 hours.

Plane and spherical. Special emphasis is laid upon the solution of triangles. Text: Wentworth-Smith.

**3. Higher Algebra.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours. Prerequisites: Mathematics 1 and 2, or may be taken with Mathematics 2.

Complex numbers, undetermined coefficients, partial fractions, theory of equations, infinite series. Text: Fite.

4a. **Analytic Geometry.**—First Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisites: Mathematics 1 and 2.

The straight line, circle, conic sections.

4b. **Analytic Geometry.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Mathematics 4a.

A continuation of Mathematics 4a. The general equation of second degree, empirical equations, solid geometry. A few higher plane curves are discussed.

5. **Calculus.**—First Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 4b.

Limits, differentiation, applications to geometry and physics, maxima and minima, integration, areas, volumes, surfaces, etc. Text: Davis.

6. **Advanced Calculus.**—Second Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 5.

Evolutions, envelopes, singular points, curve-tracing, partial derivatives, double and triple integration, series and expansion, approximate integration, applications to mechanics, etc.

7. **Teachers' Course.**—First Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Mathematics 4a, or registration in that course.

Open to juniors and seniors. History and teaching of elementary mathematics. Content and arrangement of courses. Text-books and methods of teaching. Model classes conducted by the members. Alternate years.

8. **Projective Geometry.**—First Semester. Hours

to be arranged. Credit, 2 hours. Prerequisite: Mathematics 4b.

Geometry of position, with extensive use of analytic methods. A large number of problems will be solved. Alternate years.

**9. Differential Equations.**—Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: Mathematics 6, or registration in that course. Not given in 1916-1917.

Ordinary differential equations, with applications to physics and geometry. Text: Murray. Alternate years.

**10. Solid Geometry.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours.

Open to those who have presented no entrance credit in the subject; required of engineering students who have done no work in solid geometry. Alternate years.

## B. ENGINEERING.

**1. Mechanical Drawing.**—Throughout the year. M. W. F., 1:30-3:45. Credit, 6 hours.

Free-hand lettering; perspective and orthographic sketching; orthographic mechanical drawing; tracing, blue print work, and the drawing of machine parts from models. Lettering is emphasized. In the second semester free hand sketches, pencil mechanical drawings, tracings, and blue prints of the same object are made. Text: Phillips and Orth.

**2. Descriptive Geometry.**—Throughout the year. M., 2:30-4:30; W. F., 11:30. Credit, 4 hours. Prerequisite: Engineering 1. Not given in 1916-1917.

Solution of problems relating to the point, line, and plane; surfaces; plane sections; intersections; and developments. Text: Millar. One recitation and three hours drawing per week. Alternate years.

3. **Surveying.**—Throughout the year. Tu. Th., 11:30. Tu. Th., 1:30-4:30. Credit, 6 hours. Prerequisite: Mathematics 2.

Special attention is given to the use, care, and adjustment of instruments. The work includes running traverses, differential and profile leveling; topographic and hydrographic surveying; the United States system of public land subdivision; computation of areas and map drawing. Text: Johnson and Smith's "Theory and Practice of Surveying." Office work and field work are on the same credit basis as laboratory work.

4. **Mechanics.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisite: Mathematics 5, or registration in that course.

Statics and dynamics. Resolution and composition of forces, center of gravity, attraction, equilibrium with applications; laws of motion, moments of inertia, work, energy, impulse and momentum. Text: Maurer. Alternate years.

#### C. ASTRONOMY.

1. **General Astronomy.**—First Semester. M. W. F., 2:30. Credit, 3 hours. Not given in 1916-1917.

A historical and descriptive course, designed to give the student a broad view of the science and of the methods of observation. Familiarity is sought with the principal constellations and the brighter stars, and frequent use is made of the telescope. This course requires only the simplest mathematical operations. Text: Moulton. This course may not count on the group requirements. Elective for students beyond the freshman year. Alternate years.

### XIV. MUSIC

PROFESSOR EVANS, MR. BOHNET, MR. ARENS  
AND MR. WATERMAN

Twelve music credits in the Conservatory may be counted toward a bachelor of arts degree, four of which must be in theoretical courses. For the special

tuition charges for these courses, see the catalogue of the Conservatory of Music.

1. **Harmony.**—Throughout the year. Credit, 2 hours.

A complete course of Elements of Composition, Scales, Intervals, Triads, Modulations, Analysis, Ear-Training, Melodic Figuration, Harmonization, Counterpoint, etc., etc.

2. **Public School Methods.**—Throughout the year. Credit, 2 hours.

The purpose of this course is to teach men and women to supervise and teach music in the public schools. Two years is required to complete the course which is very comprehensive. For detailed outline of this course as well as others offered in the Fine Arts Department see special catalogue issued by this department.

3. **History of Music.**—Throughout the year. Hours to be arranged. Credit, 2 hours.

Beginning with a study of the music of the oriental nations, the course continues with the music of the Greek, Roman, French, Netherlandish, and Italian schools, the genius epoch of the German schools, and the modern music of Germany, France, Russia, and America.

5. **Sight Reading.**—First Semester. Hours to be arranged. Credit, 1 hour.

Drill in scale and interval singing; time subdivisions; part singing.

6. **Psychology and Pedagogy.**—Throughout the year. Hours to be arranged. Credit, 1 hour.

A study of the relation of psychology and pedagogy to musical education. This course may not be counted toward a bachelor's degree by students who offer for credit courses in the departments of Psychology or Education.

7. **Vocal and Instrumental Music.**—First and

Second Semester. Hours to be arranged. Credit, 2 hours.

Work ranging from that of the elementary grades to artistic maturity. Proper music incidental to individual needs is studied thoroughly and mastered.

## XV. PHYSICAL EDUCATION

MR. CHAMPLIN AND MRS. TREAT

1. **Freshman Gymnasium for Men.**—Throughout the year. M. W. F., 9:30, 10:30, 2:30.

Calisthenic exercises; dumb-bell, wand (long and short), and Indian club drills. The last fifteen minutes of each class period is given to teaching games. Toward the end of the semester apparatus exercises on the horizontal bar, parallel bars, horses, bucks, ladders, etc., are regular class requirements.

2. **Sophomore Gymnasium for Men.**—Throughout the year. Tu. Th., 10:30.

Sophomore classes follow the same routine as freshmen classes, but are allowed to take more advanced exercises, such as mat work, tumbling, advanced apparatus work, and athletic and gymnastic dancing.

Special classes in heavy gymnastics (including work on horizontal bars, parallel bars, flying rings, horse, buck and mats) are organized after foot ball season and continued through the winter months. Classes are also formed in wrestling, boxing, swimming and fencing.

3. **Gymnastics for Women.**—Throughout the year. Tu. Th., 3:30. Credit, 2 hours.

Swedish gymnastics; free-hand movements; dumb bells; wands; military drill; fancy steps; folk dances.

4. **Gymnastics for Women.**—Throughout the year. Tu. Th., 2:30. Credit, 2 hours.

First semester: Swedish gymnastics, military drill, corrective exercises. Second semester: normal class in gymnas-



tics, military drill, fancy steps, and folk dances. Grade for the work is based on the ability of the individual to conduct a class in every branch of the work given.

## XVI. PHYSICS.

### PROFESSOR TREAT

1. **General Physics.**—Throughout the year. M. Tu. W. Th., 11:30. Credit, 2 hours. Laboratory Periods: 1:30-3:30 M. W.; 10:30 Th.

Mechanics, sound, and light. Heat and electricity. This course is offered especially for students who do not expect to take the more advanced and somewhat technical courses of the department. Freshman mathematics not a prerequisite. Laboratory work,  $2\frac{1}{2}$  hours per week.

2. **General Mathematical Physics.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours. Prerequisites: Mathematics 1 and 2.

Mechanics and heat; sound, light, and electricity. Recitations and lectures illustrated by experiments and by the use of the lantern. It is advised that students taking this course be enrolled in the class in analytical geometry, unless they have completed that subject.

3. **Physical Measurements.**—Throughout the year. Tu., 8:00. Credit, 4 hours. Laboratory Periods: 9:30 to 11:30 Tu.; 8:00 to 11:30 Th.

Mechanics and heat; sound, light, and electricity. Students in engineering courses should take this work in connection with Physics 2. It is open also to other students enrolled in Physics 2.

4. **Electricity and Magnetism.**—First Semester. M. Tu. W. Th., 10:30. Credit, 4 hours.

The course deals with the fundamental principles of electricity and magnetism and their application in the construction of generators, motors and measuring apparatus. Prerequisites: Physics 2 and 3.

5. **Dynamos and Motors.**—Second Semester. M. T. W. Th., 10:30. Credit, 4 hours.

This course is a study of the elementary calculations of direct and alternating current machinery Prerequisite: Physics 2, 3, 4, and Mathematics 5.

6. **Advanced Light.**—Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: Physics 2 and 3, and registration in Mathematics 4a.

This course is designed primarily for those students who major in physics, but may be taken by others.

7. **Advanced Heat.**—Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: physics 2 and 3, and mathematics including elementary calculus. Not given in 1915-1916.

The course deals with the subject in a more strongly mathematical way than the previous courses.

8. **Physical Optics.**—Second Semester. M. W. F., 1:30. Credit, 3 hours. Prerequisites: physics 4 and one year of general chemistry.

The course includes a study of light and of lenses,—distortion, aberration, correction, application in optical instruments. Special attention will be given to projection apparatus and camera lenses, and sufficient work along lines of photography will be required to enable the student to prepare his own lantern slides.

9. **Teachers' Physics.**—Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: a minor in physics.

History of physics. Development of the physical laboratory. Pedagogy as applied to physics. Text-books and laboratory courses. Individual experience in organizing and conducting laboratory work, and in experimenting before the class.

## XVII. PSYCHOLOGY AND PHILOSOPHY.

## PROFESSOR FARLEY AND PRESIDENT PLANTZ

The work in psychology and philosophy is arranged on a plan whereby the student may take two years' work in either subject.

No course in psychology or philosophy is open to freshmen excepting upon consultation and recommendation of the teacher.

Students who wish to take honors in philosophy and psychology must pursue not less than a total of thirty-two hours: four of which may be in the form of a thesis, and the student must have an average grade of 90 per cent in the department.

Toward a major in psychology students should take courses 1 or 2 and 3, 4, 5 and 6 together with certain courses in philosophy. Not more than eight hours (which must include Philosophy 1 or 2) may be offered from the division of philosophy. Toward a minor, not more than four hours may be offered which must be from Philosophy 1, 2, 5, 6, or 7. Psychology 1 and 2 are the same, except that the latter portion of course 2 emphasizes more the social phases of psychological study. The courses in psychology especially helpful to teachers are courses 1 or 2, 3, 5 and 6. Toward a major in philosophy not more than six hours may be offered from the division of psychology; toward a minor, not more than four hours. A major in philosophy must include courses 1, 2, 3, 5, and 7; a minor, courses 1 and 2. Philosophy 1 and 2 should be taken together.

1. **General and Educational Psychology.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours.

This is a synthetic course of three hours of general, and

one hour of educational psychology,—an elementary course that should be taken in the sophomore year, and is for students who intend to teach or for any person who desires to study human behavior: as, instincts, habits, interests, learning and the mental factors involved, individual characteristics, nature of thinking, curve of work, fatigue, factors of efficiency, control and evaluation, and the psychology of certain principles of instruction. All the material is pointed toward the subject of learning and the practical application to educational situations. Philosophy 1, 2 or 4 may be taken with Psychology 1. Text: Valentine's *Experimental Psychology* used together with works of numerous standard authors such as James, Thorndike, Angell, Stout, Titchener, Pillsbury, Calkins, Judd.

**2. General and Social Psychology.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours.

The same as course 1, excepting that certain topics on social psychology are added. Open to sophomores or to any student who desires a fuller knowledge of the human individual as he reacts from social stimuli and needs. Some of the topics studied in the latter part of the course are: nature of society, social suggestion, the crowd, imitation, customs and prestige. Philosophy 1, 2, or 5 may be taken with Psychology 2. No student may receive credit for both Psychology 1 and 2. Text: Same as in course 1 together with references to Ross' *Social Psychology*, McDougall's *Social Psychology*, etc.

**3. Psychology of Youth and Adolescence or Mental Development.**—First Semester. W. F., 8:00. Credit, 2 or 3 hours. Alternates with Psychology 4.

This course or course 6 may be offered as extra credit beyond the thirteen hours toward a teacher's certificate.

This course correlates with Psychology 1 or 2. It covers the general characteristics of mental and physical growth from youth to maturity. Special emphasis is placed upon adolescent changes.

Text: References to Hall's *Adolescence*. Kirkpatrick's *Fundamentals of Child Study*, King's *Psychology of Child De-*

velopment, Lloyd-Morgan's Instinct and Experience, etc. Not given in 1916-1917.

4. **Advanced Psychology.**—First Semester. W. F., 8:00. Credit, 2 or 3 hours. Prerequisite: Psychology 1 or 2.

A special study of psychological investigations and of practical applications of psychology. Alternates with Psychology 3. Text: monograph and magazine literature, Titchener's text book of Psychology and references in James' two vols. on Psychology.

5. **Tests of Mental Ability and Control.**—Second Semester. W., 8:00, and F., 1:30 to 3:30. Credit, 2 hours.

A study of ways by which human mental powers or processes are measured. Also a study of types or traits of people and of methods of controlling or transforming character and working power. Alternates with course 6.

6. **Experimental Psychology.**—Second Semester. W., 8:00, and F., 1:30 to 3:30. Credit, 2 hours.

A course dealing with experimental methods and tests especially as related to educational problems. Alternates with Psychology 5.

Text: Whipple's Manual of Mental and Physical Tests and Binet Tests and references to Meyer's, Titchener's, Judd's, Witmer's and Seashore's works on Experimental Psychology. Not given in 1916-1917.

A good psychological laboratory is owned by the department of psychology.

## B. PHILOSOPHY

1. **Introduction to Philosophy.**—Throughout the year. Thursday evening. Credit, 4 hours. Prerequisite: Psychology 1 or 2, or registration in one of those courses.

An elementary course devoted to the problems of thought. It is important to anyone who desires to be thoughtful and

who wishes to see the fuller meaning or use of body and mind, nature, explanation, truth, reason, law, evil, immortality, morality, space, time, force, energy, matter, evolution, things, society, individualism, freedom, and God. It is of value to those who are interested in law or theology, or in interpretation in literature, history, economic theory, or the principles of natural science. The student will get much more out of the subject if he will take up the historical development of thought (Philosophy 2) simultaneously with this course.

**2. History of Thought or of Philosophy.**—Throughout the year. Tu. Th., 10:30. Credit, 4 or 6 hours. Prerequisite: Psychology 1 or 2, or registration in one of those courses.

This is a beginner's course in the history of thought. It contrasts the modern with the mediaeval and ancient thought and especially emphasizes the Renaissance, the Reformation, the rise of science, and the modern movements of naturalism, idealism, realism, mysticism, faith, rationalism, pragmatism, and humanism. Students of history, literature, or the social sciences should find this course directly useful as an interpretative study.

The above general course alternates with a special study of Aristotle's *Metaphysics*, Plato's *Philosophy*, Augustine's *City of God*, Descartes' *Method*, Locke's *Essay*, Berkeley's *Principles of Human Nature*, and Hume's *Treatise on Human Nature*.

**3. Present-Day Philosophy.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Psychology 1 or 2, and Philosophy 1 or 2 or their equivalent.

A concrete study of one or two large systems of thought that have had great effect on human life. There will be a study of a present-day philosophical system, as of Royce, James, Bradley, Spencer, Bowne, Bergson, Eucken, Bosanquet, Ward, or Watson. Watson's *Interpretations of Religious*



*Experience*, Ward's *Final Ends*, and Bergson's *Creative Evolution* will be studied in 1916-1917.

**4. Philosophical Thought in Nineteenth Century Literature.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

An interpretation of the philosophical and psychological thought as found in the writings of Tennyson, Browning, Wordsworth, Coleridge, Emerson, and Carlyle. Alternates with Philosophy 6. Not given in 1916-1917.

**5. Evolution.**—Second Semester. Tu. Th., 9:30. Credit, 3 hours. Prerequisite: Psychology 1 or 2, and preferably one course in philosophy.

A study of the interpretations, value, and effect upon modern thought of the theory of evolution. This course is not a mere biological study of evolution. It studies the different interpretations of the factors of evolution and contrasts the mechanical-biological with other world views.

**6. How We Think.**—Second Semester. W. F., 10:30, or Tu. Th., 9:30. Credit, 3 hours.

An elementary course in logic or reasoning. Special emphasis is placed upon a study of the processes of thinking, argumentation, the methods of scientific investigation, and the common fallacies in thinking. Alternates with Philosophy 4. Prerequisite: Psychology 1 or 2 or registration in one of these courses. Not given in 1916-1917.

**7. Principles of Ethics.**—First Semester. Tu. Th., 2:30. Credit, 2 hours.

This course discusses the growth of moral ideas in the development of civilization, considers the psychological basis of ethics, critically examines the principal ethical theories, and concludes with a study of the metaphysical implications involved in the science. It is given by a combined use of text-book and lecture, together with theses presented for class-room discussion. Given by President Plantz.

8. **Philosophy of Religion.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours.

Given by President Plantz. See Religion 4.

## XVIII. PUBLIC SPEAKING.

### PROFESSOR ORR

Two hours credit in the department of Public Speaking is required for graduation. Students are urged to meet this requirement during their Sophomore year by taking course 1 which is primarily for Sophomores. Course 7-8 should be taken by all those who expect to teach Public Speaking.

1. **Extempore Speaking and Oral English.**—First Semester. Tu. Th., 11:30 and 1:30. Credit, 2 hours.

Practice in extensive thought getting from printed sources; the creative use of material for the purpose of effective speaking; the development of consciousness of purpose with an audience by oral thought giving; practice in the use of correct oral English; practical aspects of delivery. A course primarily for Sophomores.

2. **Oration Writing.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

A practical beginning course in oratorical construction. Practice in working out the fundamentals of oratorical structure and style. Number in class limited to twenty. Open to freshmen and sophomores.

3. **Advanced Oratory.**—First Semester. M. W. F., 11:30. Credit, 3 hours. Prerequisite, course 2.

A study of the laws of effective speaking. The development of the student's ability to exemplify these laws, first through extemporaneous speaking and later through special writing. Especial emphasis is placed on oratorical style. Text: Phillips's Effective Speaking.

**5-6. Debate.**—Throughout the year. Tu. Th., 2:30. Credit, 6 hours.

A thorough study of the principles of argumentation; the application of these principles in brief drawing, writing and formal debate. Open to sophomores, juniors, and seniors. Text: Foster's Argumentation and Debating.

**7-8. Fundamentals of Public Speaking.**—Throughout the year. M. W. F., 2:30. Credit, 6 hours.

The primary purpose of this course is the development of a vocabulary of delivery; technical exercises in voice and action; coordination of mind, voice and body in imaginative problems; training for ideal vocal and physical responses. Freshmen admitted by special permission. Text: Foundations of Expression, by S. S. Curry.

**9. Dramatic Action.**—First Semester. Tu. Th., 10:30. Credit, 2 hours.

A course for the training of the imagination and dramatic instinct. Its purpose is to train the student to see life from different points of view; to enable him to sympathetically identify himself with another's character and situation; to help him to realize the ideal in character as opposed to that which is not ideal. Short plays of real literary value are staged for public performance during the semester. Freshmen are admitted only by special permission.

**10. Advanced Dramatic Action.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: Course 9.

A continuation of Course 9. The class will be limited to the cast of a long play to be given toward the end of the second semester.

**12. Intercollegiate Debating.**—Second Semester. Credit, 3 hours.

For students taking part in the intercollegiate debates. The work is intensive, systematized instruction. Regular

meetings are held each week and definite tasks are assigned and worked out. 162 hours of work are required for credit.

**13. Intercollegiate Oratory.**—First or Second Semester. Credit, 2 hours.

For students who represent the college in the state or inter-state intercollegiate oratorical contests. At least 108 hours of work under the supervision of an instructor are required for credit.

## XIX. RELIGION.

### PRESIDENT PLANTZ AND PROFESSOR VAUGHAN

The work in this department is designed to acquaint students with the development of the religious consciousness as manifested in the different religions of the world, and to study the principles and history of missions as conducted by the Christian church.

**1. Comparative Religion.**—Throughout the year. Th. F., 3:30. Credit, 4 hours.

This course will consider the origin, spread, and decay of ancient religions, their doctrines together with their influence on society, their cults and forms of worship, and the superior claims of Christianity to be a universal religion. Given by Professor Vaughan.

**2. Early Missions.**—Throughout the year. Th. F., 1:30. Credit, 4 hours.

This course gives a general history of the development and spread of the missionary idea from the time of the Apostles to the beginning of the period known as Modern Missions. The period covered is as full of thrilling interest as any time in the history of the Christian church. Men of mighty influence and power follow one another in quick succession across the stage of history. Events that have shaped the destiny of peoples and empires culminate in a few years. Given by Professor Vaughan.

3. **Missions.**—Throughout the year. Th. F., 2:30. Credit, 4 hours.

The purpose of this course is to give the student a comprehensive knowledge of the history and importance of missions. The great mission fields of the world are considered, together with the work of the different missionary organizations, and the benefits to civilization which are arising therefrom. Given by Professor Vaughan.

4. **Fundamentals and Evidences of Christianity.**—First Semester. Tu. Th., 1:30. Credit, 2 hours.

The various arguments in proof of the claims of Christianity are considered, its principal doctrines discussed, and the principal systems of doubt analyzed. Instruction is given by lectures, assigned readings, and theses read by members of the class.

5. **Philosophy of Religion.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours.

This course includes a study of what is usually treated under the subject of theism, together with a consideration of the religious consciousness in its nature, forms of historical development, intellectual and emotional content, and objective activities. The attempt is made to give a systematic view of the religious conception of the world and of those principles of the religious life that have found expression in the religious history of man.

6. **Christian Ethics.**—First Semester. Tu. Th., 1:30. Credit, 2 hours. Not given in 1915-1916.

A course in which a systematic treatment is given of the ethical ideals and principles of Christianity.

## XX. ROMANIC LANGUAGES.

ASSOCIATE PROFESSOR EDDY

1. **Beginning French.**—Throughout the year. Tu. W. Th. F., 8:00 and 11:30. Credit, 8 hours.

Bedalliere's *"Mere Michel et son Chat"*; Daudet's *Contes*

*Choisis*, and *Le Voyage de M. Perrichon*, Labiche et Martin; practice in pronunciation, speaking and writing.

**2. Second Year French.**—Throughout the year. Tu. W. Th. F., 1:30. Credit, 8 hours. Prerequisites: French 1.

Advanced grammar; Dumas's *La Tulipe Noire*; *L'Oncle et Neveu*, About; *La Chute*, Hugo; newspaper French; Moliere's *Le Medecin Malgre Lui*, and other authors of the same grade. Conversation, dictation, etc.

**3. Third Year French.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisites: French 2.

Reading of difficult modern French; newspaper French; short scientific articles; practice in idioms; reports in French on supplementary work; conversation; composition.

**4. Fourth Year French.**—Throughout the year. M. W. F., 10:30. Credit, 6 hours. Prerequisites: French 3.

General survey of French literature: Duval's *Histoire de la Litterature Francaise* in conjunction with Wright's *History of French Literature* is used; rapid reading of authors of the periods studied; reports in French; study of the dramatic literature; reading and writing at sight.

**5. Beginning Spanish.**—Throughout the year. M. W. F., 2:30. Credit, 6 hours.

Edgren-Ingraham Spanish grammar; Harrison's *Elementary Spanish Readings*; Larra's *Parter a Giempo*, and *Spanish Short Stories*. This course offered alternate years. Not given in 1916-1917.

**6. Second Year Spanish.**—Throughout the year. M. W. F., 2:30. Credit, 6 hours. Alternate years.

Authors of the nineteenth century; composition, dictation, conversation.



## XXI. SOCIOLOGY AND COMMERCE.

### PROFESSOR CRAFER

For a combined major in sociology, economics and commerce, sociology 1 and commerce 1 are required courses. For a combined major in sociology and politics, sociology 1 is required.

Course 8 in philosophy and course 11 in art history and social esthetics may be counted toward major requirements in sociology.

A major may be taken in economics and commerce.

### SOCIOLOGY

1. **Principles of Sociology.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours. (Not open to freshmen).

A study of the development of sociology, its place and importance in the social sciences, together with its underlying biological, physical and psychical factors. In the second semester a critical study is made of the chief contributions to sociological thought, special attention being given to the leading American sociologists.

2. **Social Problems.**—First Semester. Tu. Th., 8:00. Credit, 2 hours.

This course embraces a study of the dependent, defective, and delinquent classes and the most approved methods of dealing with them. Particular attention is directed to the educational and preventive measures now developing for the amelioration of social conditions.

3. **Race Development and Race Problems in the United States.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours.

The first part of this course consists of a study of the human race and its divisions, with special reference to anthropology and ethnology. In the second part of the course a study is made of the distribution and progress of the negro

in the United States, our later types of immigrants, and their influence on American social life.

**4. The Labor Movement.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisites: Economics 1, or Sociology 1.

The labor movement is studied as to its history and its problems such as: methods of organization and control, industrial remuneration and industrial peace, labor legislation, court decisions in labor disputes, immigration, child labor, woman labor, prison labor, unemployment, and industrial education. Emphasis is placed on the labor movement in America.

**5. The Socialist Movement.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisites: Economics 2, or Sociology 1.

Considering socialism as (1) a criticism of existing society, (2) a philosophy of social evolution, (3) a social forecast or ideal, and (4) a movement for the attainment of that ideal, the course aims, first, to understand socialism, and second, to judge its claims as an effective method of promoting social welfare.

## COMMERCE

**1. Business Management.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

A general survey of the field of modern business, including the organization of agricultural, manufacturing, and mercantile industries, stock and produce, exchanges, salesmanship, advertising, credits and collections, concluding with a special study of factory organization and administration, and a series of lectures on the principles of business efficiency. Texts: Sparling's *Business Administration*, Duncan's *Principles of Industrial Management* and Cleveland's *Funds and their Use*.

**2. Business Law.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

This course embraces the elementary principles of law re-

lating to contracts, sales, negotiable instruments, common carriers, agency, partnerships, corporations, bankruptcy and insolvency. Special attention is given to the legal problems of every-day business. Text-books, lectures, discussions of cases.

**3. The Corporation.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Economics 1.

The first semester, the subject of corporation finance will be studied, covering the method of legal organization and promotion of companies, sale of securities, raising and disbursement of funds, etc. Text: Lough's *Corporation Finance*. The second semester will cover a systematic study of the "trust problem," with a brief introduction on the growth of the corporate form of business and large scale industry in the United States. Text: Van Hise's *Concentration and Control*.

**4. Money and Banking.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Economics 1.

In this course will be discussed the nature and functions of money and credit, methods of their production and regulation, the forms and practical methods of banking in the United States and in foreign countries, and the recent movement for banking and currency reform. Texts: Scott's *Money and Banking*, and Fiske's *The Modern Bank*.

**5. Public Finance.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: Economics 1. (Alternates with course 7).

This course covers such topics as the historical development of taxation, the various forms of public revenue, the general property tax, income and inheritance taxes, the "single tax," and the history and methods of the recent tax reforms in America and abroad, particularly in England. Text: Seligman's *Essays on Taxation*, with references to Bullock's *Select Readings* and to current literature on the subject. (Not given in 1915-1916).

6. **Transportation.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

This course will embrace a study of the elementary practical aspects of modern transportation,—by steam railway, electric railway, and ocean and inland waterways. Texts: Johnson's *Elements of Transportation*, Morris's *Railroad Administration* and Haines' *Problems in Railway Regulation*.

7. **Constitutional Law.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours. (Alternates with course 5).

This course embraces a careful analysis of the leading state and federal decisions involving the constitutionality of laws covering the following fields: employers' liability; minimum wage; factory regulation; workingmen's compensation; limitation of hours of labor; railroad rates; regulation of state and interstate commerce; control of the trusts. Text: Barnes and Milner's *Selected Cases in Constitutional Law*.

## SUMMARY OF COURSES

All Studies marked with A are given the First Semester; all marked B given the Second Semester; all marked AB given throughout the year, and all marked ‡ not given during 1916-1917.

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites
<b>Art</b>						
A 1 Stud. in Appreciation	2	9:30	T	T		
A 2 Greek Art	3	11:30	M	W	F	
B 3 Roman and Med. Art	3	11:30	M	W	F	
A 4 The Ital. Renaissance	3	2:30	M	W	F	
B 5 Venet. & Span. Paint.	2	11:30	T	T		4
B 6 The North. Renaissance	3	9:30	M	W	F	
B 7 French Art	3	2:30	M	W	F	
B 8 English & Amer. Art	2	2:30	T	T		
A 9 Intro. Architecture	3	10:30	M	W	F	
B 10 The House	2	9:30	T	T		
A 11 Municipal Art	3	9:30	M	W	F	
<b>Biblical Literature</b>						
A 1 Hebrew History	3	10:30	M	W	F	
		11:30	M	W	F	
B 2 Jewish History	3	10:30	M	W	F	
		11:30	M	W	F	
A 3 Life & Times of Christ	2	10:30	T	T		
B 4 The Apostolic Age	2	10:30	T	T		
‡ A 5 Lit. Study of the Bible	2	11:30	T	T		1
‡ B 6 Lit. Study of the Bible	2	11:30	T	T		1
A 7 Soc. Teach. of Bible	2	10:30	T	T		1
B 8 Social Effects of Bible Teaching	2	10:30	T	T		1 or 3 & 4
<b>Biology</b>						
AB 1 General Biology	8	11:30	T	T		
AB 2 General Botany	6	2:30			F	
A 3 Vertebrate Zoology	5	10:30		T	T	1
‡ B 4 Human Physiology	5	10:30	M	W	F	
A 5 Histological Technique	4					
6 Special Zoology						
A 7 Plant Physiology	4	8:00	T	T		1 2
B 8 Special Botany	4	8:00	T	T		7
A 9 Bacteriology	3	1:30			F	1 2
B 10 Teach. of Biology	2	2:30	M	W		1 6 8
‡ B 11 Evolutionary Biology	2	2:30	M	W		1 2
<b>Chemistry</b>						
AB 1 General Inorganic	10	9:30	M	W	F	Elem. Phys.
AB 2 Qualitative Analysis	8	11:30	M	W	F	1
AB 3 Quantitative Analysis	8	11:30	T			1 2
AB 4 Adv. Quan. Analysis	8					3
AB 5 Organic	10	10:30	M	W		1 2
A 6 Industrial	4	8:00	M	T	W	F 1 2 5

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation	Prere- quisites
<b>Commerce—See Sociology</b>			
<b>Economics</b>			
AB 1 Prin. of Economics	6	8:00 M W F	
AB 2 Economic Theory	6	9:30 M W F	
B 3 Hist. of Econ. Theory	2	8:00 T T	1
<b>Politics</b>			1
A 1 American	4	10:30 T W T F	
A 2 Parliamentary Proc.	1	10:30 M	
B 3 Comparative	4	10:30 T W T F	
B 4 Current Politics	1	10:30 M	
A 5 Municipal Government	3	3:30 M W F	1
‡ B 6 International Law	3	9:30 T T	1
B 7 Problems of Political Evolution	3	3:30 M W F	1
<b>Education</b>			
AB 1-2 History of Education	4	8:00 T T	
A 3 Secondary Education	3	9:30 M W F	
B 4 Educa. Psychology	3	9:30 M W F	Psych. 1
A 5 Psychology of High School Subjects	3	10:30 M W F	Psych. 1
B 6 School Adm. & Superv.	3	10:30 M W F	3 hrs. Educ.
A 7a Prin. of Moral Educ.	2	10:30 T T	
‡ A 7b Philosophy of Educ.	2	10:30 T T	Psych. 1 Educ. 1-2 Phil. 2
B 8 Social Education	2	10:30 T T	
AB 9-10 Prin. of Teaching	3	1:30 M W F	1 2 3
AB 11-12 Educa. Seminar	2		
B 13 Prin. & Meth. Rel. Ed.	2	9:30 T T	
<b>Engineering—</b>			
See Mathematics.			
<b>English</b>			
A 0 Sub-Freshman Comp.	0	10:30 T T	
		1:30 T T	
*AB 1-2 Rhetoric & Comp.	2	T T	
‡ A 3 English Composition	2	10:30 T T	2
		11:30 T T	2
‡ B 3 English Composition	2	8:00 T T	2
		9:30 T T	2

\*Classes at every recitation period.



## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation	Prere- quisites
<b>English (continued)</b>			
AB 10 Intro. to Eng. Lit.	4 10:30	T T	
B 11 Intro. to Ame. Lit.	3 1:30	M W F	
A 12 Intro. to Shakspeare	3 9:30	M W F	
B 13 Prin. of Literature	2 11:30	T T	
‡ A 15 Milton	2 11:30	T T	
‡ B 17 English Versification	1 1:30	T T	
B 20 Com'l Correspondence	2 9:30	T T	1
A 21 Expository Writing	2 11:30	T T	1
AB 22 Argumentation	6 2:30	T T	
B 23 Oration Writing	2 11:30	M W F	1
B 25 News Writing	2 11:30	T T	1
A 27 The Short Story	2 11:30	T T	1
‡ B 28 Short Story Writing	2 11:30	T T	27
AB 30 Old English	6 11:30	M W F	
‡ A 35 Chaucer	3 10:30	M W F	
‡ B 36 Middle English	3 11:30	M W F	
A 42 English Lit. 1557-1688	3 10:30	M W F	
B 43 English Lit. 1688-1789	3 10:30	M W F	
‡ A 44 English Lit. 1789-1837	3 10:30	M W F	
‡ B 45 English Lit. 1837-1909	3 10:30	M W F	
B 46 19th Century Prose	3 11:30	M W F	
‡ A 48 Tech. of Eng. Novel	3 9:30	M W F	
A 49 Hist. of Eng. Novel	3 9:30	M W F	
‡ B 50 Tech. of the Drama	3 2:30	M W F	
B 51 The Modern Drama	3 2:30	M W F	
‡ B 53 The Ballad	2 1:30	M W	
A 60 Teaching of English	3 8:00	M W F	Junior Rank
A 62 Wordsworth	2 11:30	T T	Junior Rank
A 64 Tennyson	3 8:00	M W F	Junior Rank
B 66 Browning	3 11:30	M W F	Junior Rank
AB 68 Shakspeare	6 9:30	M W F	Junior Rank
B 70 Elizabethan Drama	3 10:30	M W F	Junior Rank
B 72 Literary Criticism	3 1:30	M W F	Junior Rank
<b>French—</b>			
See Romanic Language			
<b>Geology</b>			
A 1 General Geology	4 11:30	M W F	
B 2 Historical Geology	4 11:30	M W F	
B 3 Structural Geology	3 9:30	M W F	
B 4 Paleontology	2		Jun. & Sen.
B 5 Mineralogy	5 10:30	M T W T F	
A 6 Economic Geology	3 10:30	M W F	1 5
B 7 Petrology	2 8:00	T T	
A 8 Meteorology and			
Climatology	2 8:00	T T	
AB 9 Physiography	6 9:30	T T	
A 10 Geol. of Wisconsin	3 9:30	M W F	

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation	Prere- quisites
<b>German</b>			
AB 1 First Year	8  8:00	T W T F	
AB 2 Second Year	8  9:30	M W T F	1
AB 3a Third Year Reading	4  11:30	W W F	2
	2:30	W F	2
AB 3b Third Year Comp.	4  10:30	T T	2
	2:30	T T	2
AB 4 Advanced Composition	4  9:30	W F	3a 3b
AB 5 Scientific	4		3a
AB 6 Classical Drama	4  9:30	T T	3a 3b
†AB 7 Goethe	4  9:30	T T	3a 3b
†AB 8 The Modern Drama	4  9:30	W F	6 7
AB 9 The Novel	4  10:30	W F	6 7
AB 10 German Lyrics	4  10:30	W F	7 8
AB 11 Hist. of German Lit.	4  8:00	W F	6 7
†AB 12 Hist. of German Lit.	4  8:00	W F	6 7
AB 13 Teachers German	4		
A 14 Elem. of Middle High	3  8:00	T T	4, 6 or 7
			8 or 9, 11 or 12
B 15 Hist. of Ger. Language	3		12 14
<b>Greek</b>			
AB 1 Elementary	8  8:00	T W T F	
A 2 Xenophon	4  9:30	T W T F	1
B 3 Homer	4  9:30	T W T F	1
A 4 Plato	3  11:30	M W F	3
B 5 Tragedy	2  10:30	T T	2 3
† B 6 Orators	2  10:30	T T	2 3
A 7 Sel. Epistles of Paul	2  7:00	T T	
† A 8 Greek Drama in Eng.	2  11:30	T T	
A 9 Hist. of Greek Poetry	2  11:30	T T	
† B 10 Classical Mythology	2  11:30	T T	
<b>History</b>			
A 1 Mediaeval	3  10:30	M W F	
B 2 Reformation 1500-1648	3  10:30	M W F	
A 3 Mod. Europe 1648-1815	3  10:30	M W F	
	11:30	M W F	
B 4 Mod. Europe 1815-1916	3  10:30	M W F	3
	11:30	M W F	3
A 5 English 1485-1688	2  9:30	T T	Soph. Rank
	10:30	T T	Soph. Rank
B 6 English 1688-1916	2  9:30	T T	5
	10:30	T T	5
B 10 Greek	3  11:30	M W F	
† B 12 Roman	3  11:30	M W F	
A 21 American 1492-1814	3  8:00	M W F	Jun. & Sen.
B 21 American 1814-1900	3  8:00	M W F	Jun. & Sen.
A 31 Hebrew	3  10:30	M W F	
	11:30	M W F	

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites
<b>History (continued)</b>						
B 32 Jewish	3	10:30	M	W	F	
		11:30	M	W	F	
B 40 Teaching of History	2	11:30		T	T	Senior Rank
<b>Latin</b>						
‡AB 1 Cicero, Virgil, Terence	8	10:30		T	W	T F
‡AB 2 Ovid, Nepos	2	10:30	M			
AB 3 Cicero, Horace, Terence	8	10:30		T	W	T F
AB 4 Phaedrus & New Test.	2	10:30	M			
‡AB 5 Pliny, Martial, Ca- tullus	6	11:30	M	W	F	1 3
AB 6 Juvenal, Livy, Cicero	6	11:30	M	W	F	1 3
AB 7 Composition	4	11:30		T	T	1 3
‡AB 8 Teach. Train. Course	4	1:30		W	F	1 3
AB A Begin. Latin, Caesar	10	2:30	M	T	W	T F
AB B Cicero and Virgil	10	1:30	M	T	W	T F
<b>Mathematics</b>						
A 1 Algebra	3	8:00	M	W	F	
		10:30	M	W	F	
		11:30	M	W	F	
B 2 Trigonometry	3	8:00	M	W	F	
		10:30	M	W	F	
		11:30	M	W	F	
B 3 Higher Algebra	2	1:30		T	T	1 2
AB 4 Analytic Geometry	6	9:30	M	W	F	1 2
A 5 Calculus	5	10:30	M	T	W	T F
B 6 Advanced Calculus	5	10:30	M	T	W	T F
A 7 Teachers Course	2	8:00		T	T	4a
A 8 Projective Geometry	2					4
‡ B 9 Differntl. Equations	2					6
B 10 Solid Geometry	2	8:00		T	T	
<b>Engineering</b>						
AB 1 Mechanical Drawing	6	1:30	M			
‡AB 2 Descriptive Geometry	4	11:30			F	1
AB 3 Surveying	6	11:30		T	T	Math. 2
AB 4 Mechanics	6	11:30	M	W	F	Math. 5
<b>Astronomy</b>						
‡ A 1 General	3	2:30	M	W	F	

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites
<b>Physical Education</b>						
AB 1 Fresh. Gym. (Men)	2	9:30	M	W	F	
		10:30	M	W	F	
		2:30	M	W	F	
AB 2 Soph. Gym. (Men)	2	10:30	T	T		
AB 3 Fresh. Gym. (Women)	2	3:30	T	T		
AB 4 Soph. Gym. (Women)	2	2:30	T	T		
<b>Physics</b>						
AB 1 General	8	11:30	M	T	W	T
AB 2 General Mathematical	6	8:00	M		W	F
AB 3 Physical Measuremts.	4	8:00		T		
A 4 Electricity & Mag.	4	10:30	M	T	W	T
B 5 Dynamos & Motors	4	10:30	M	T	W	T
AB 6 Advanced Light	5	2:30	M		W	F
AB 7 Advanced Heat	5	2:30	M		W	F
B 8 Physical Optics	5	1:30	M		W	F
B 9 Teachers Course	2					
						Math. 1 2
						2 3
						2 3 4 Math. 5
						2 3
						2 3
						1 2 Chem. 1
						A Minor
<b>Politics—See Economics</b>						
<b>Psychology</b>						
AB 1 General & Educational	4	11:30		T	T	
AB 2 General and Social	4	8:00		T	T	
‡ A 3 Adolescence	2	8:00			W	F
A 4 Advanced	2	8:00			W	F
B 5 Mental Abil. & Control	2	8:00			W	
‡ B 6 Experimental	2	8:00			W	
<b>Philosophy</b>						
AB 1 Introduc. to Phil.	4	7:00			T	
AB 2 Hist. of Thought	4	10:30		T	T	
AB 3 Present Day	6	9:30	M		W	F
‡ A 4 19th Century	2	9:30		T	T	
B 5 Evolution	3	9:30		T	T	
‡ B 6 How We Think	3	10:30			W	F
		9:30		T	T	
A 7 Prin. of Ethics	2	2:30		T	T	
<b>Public Speaking</b>						
A 1 Extempore Speaking	2	11:30		T	T	
		1:30		T	T	
B 2 Oration Writing	3	11:30	M		W	F

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites
<b>Public Speaking (continued)</b>						
A 3 Advanced Oratory	3	11:30	M	W	F	2
AB 5-6 Debate	6	2:30		T	T	
AB 7-8 Fund. Vocal Express.	6	2:30	M	W	F	
A 9 Dramatic Action	2	10:30	M	W		
B 10 Advanced Action	2	10:30	M	W		9
B 12 Intercollegiate Debate	3					
B 13 Intercol. Oratory	2					
<b>Religion</b>						
AB 1 Comparative	4	3:30			T F	
AB 2 Early Missions	4	1:30			T F	
AB 3 Missions	4	2:30			T F	
A 4 Evid. of Christianity	2	1:30		T	T	
B 5 Philosophy of Relig.	2	1:30		T	T	
A 6 Christian Ethics	2	1:30		T	T	
<b>Romantic Language</b>						
AB 1 First Year French	8	8:00		T W T	T F	
		11:30		T W T	T F	
AB 2 Second Year Language	8	1:30		T W T	T F	1
AB 3 Third Year French	6	9:30	M	W	F	2
AB 4 Fourth Year French	6	10:30	M	W	F	3
†AB 5 First Year Spanish	6	2:30	M	W	F	
AB 6 Second Year Spanish	6	2:30	M	W	F	
<b>Sociology</b>						
AB 1 Prin. of Sociology	6	8:00	M	W	F	
A 2 Social Problems	2	8:00		T	T	
B 3 Race Prob. in U. S.	2	8:00		T	T	
A 4 Labor Movement	3	10:30	M	W	F	1
B 5 Socialist Movement	3	10:30	M	W	F	1
<b>Commerce</b>						
A 1 Business Management	3	11:30	M	W	F	
B 2 Business Law	2	10:30			T	
AB 3 The Corporation	6	9:30	M	W	F	Econ. 1
A 4 Money and Banking	2	9:30		T	T	Econ. 1
B 5 Public Finance	2	11:30		T	T	Econ. 1
B 6 Transportation	3	11:30	M	W	F	
‡ B 7 Constitutional Law	2	9:30		T	T	

# LAWRENCE CONSERVATORY OF MUSIC

## THE FACULTY

SAMUEL PLANTZ, Ph.D., D.D., LL.D., PRESIDENT OF THE COLLEGE.

FREDERICK VANCE EVANS, DEAN OF THE CONSERVATORY, CONDUCTOR, PROFESSOR OF SINGING AND MUSICAL APPRECIATION.

LUDOLPH ARENS, PROFESSOR OF PIANOFORTE AND HISTORY OF MUSIC, TEACHERS' TRAINING COURSE.

CLEVELAND BOHNET, B.M., PROFESSOR OF PIANOFORTE.

ALMA HAYS REED, PROFESSOR OF SINGING.

CARL J. WATERMAN, PROFESSOR OF SINGING AND PUBLIC SCHOOL MUSIC.

PERCY FULLINWIDER, PROFESSOR OF VIOLIN.

MASON SLADE, PROFESSOR OF ORGAN.

NETTIE STENINGER FULLINWIDER, INSTRUCTOR IN PIANOFORTE, ELEMENTARY HARMONY, AND HISTORY OF MUSIC.

HERMAN FREDERICK SMITH, TEACHER IN SINGING.

ESTHER LARSON, TEACHER IN VIOLIN.

MARY MARGUERITE ARENS, INSTRUCTOR IN EXPRESSION.

AIMEE BAKER, INSTRUCTOR IN DRAWING.

CLARA H. FAIRFIELD, INSTRUCTOR IN COLOR, DESIGN, AND CLAY MODELING.

J. G. MOHR, TEACHER IN PIANO TUNING.

## INFORMATION

Students entering the Conservatory of Music do so either as regular or special students. As regular students they follow prescribed courses of study, and become candidates for a certificate, diploma, or degree. As special students, they pursue such work as they may elect.

The regular courses are based upon the necessary elements of a complete musical education. It must be



borne in mind that such an education has reference not only to the ability to perform in an artistic and interesting manner, but concerns as well the comprehensive appreciation and understanding of music and its allied arts, in their esthetic aspects. It becomes increasingly necessary that the musician be other than a mere performer, that he have an intelligent conception of the material of music, a firm grasp of fundamental principles, and a well defined artistic and discriminating taste. And it is equally necessary that the public school music supervisor be equipped with a teaching knowledge of drawing, or expression, and, if possible, pottery and designing. This broad education is as necessary for the cultivated amateur as for the professional. All students are strongly urged to take the regular work.

## BUILDINGS

**Peabody Hall.**—The Conservatory home, named after the donor, the late George F. Peabody, of Appleton, is an attractive stone building, containing the offices of the department, a waiting room, studios, and a beautiful recital hall.

**Practice Hall.**—The old conservatory building has been reserved exclusively for practice rooms and studios of the drawing, pottery and expression work. The rooms and studios are attractive and connected with Peabody Hall by a covered passageway forming a convenient and valuable addition to the equipment of the Conservatory.

**Dormitories.**—The girls' dormitories are located within convenient distance of Peabody Hall. No pains are spared to maintain in these halls a homelike atmos-

phere and to promote friendships and social culture, both of which mean so much in the college life of young women. Each dormitory is in charge of a preceptress who lives in the building and associates with the students as friend and adviser. The price for room and board is five dollars per week.

Men students may obtain room and board at Brokaw Hall, the college dormitory for men.

### CONSERVATORY LIBRARY

In this collection are valuable books of reference under the heads of biography, history of music, esthetics of music, dictionaries, criticism, essays, etc., as well as texts on drawing, pottery, and expression.

### ARTISTS' SERIES

In selecting the concerts for the Conservatory of Music, effort is always made to present programs which not only please the public, but will be educational and will offer the best in musical literature by artists of national and international reputation. The following artists have appeared during past seasons: Maggie Teyte, soprano; Myrtle Elvyn, pianist (twice); Luella Chilson Ohrman, soprano; Vera Barstow, violinist; Harold Osborn Smith, pianist; Helen Stanley, soprano; Boris Hambourg, violincellist; Christine Miller, contralto; Sir Edward Baxter Perry, pianist; Merle Tillotson Alcock, contralto; Bechtel Alcock, tenor; Charles Wakefield Cadman, lecturer, composer, pianist, with Princess Tsianina Redfeather, mezzo soprano, in native costume; John W. Nichols, tenor; Mrs. John W. Nichols, pianist; Richard Davis, baritone; Arthur Shattuck, pianist; the Kneisel String Quartet; Edward Collins, pianist; David Bispham and

Company; Albert Spalding, violinist; Carl Friedberg, pianist; Arthur Middleton, basso; Leopold Godowsky, pianist; Cave Thompson, pianist; Holmes Cowper, tenor; Genevieve Wheat-Baal, alto.

### EXPRESSION

The Lawrence Conservatory of Music goes on record as favoring an important feature of vocal work that is so frequently overlooked; namely, elocutionary studies. Courses are offered which all regular voice students of the department are required to take. However, a more complete course is available to those who desire to specialize in this work. One of the basic truths of all vocal endeavor is the need for just this sort of training. The prevalent American tendency to flat A's and give a provincial turn to final R's cannot easily be remedied in the singing voice until relieved in the speaking voice. Furthermore, facial expression is too often a stolid characteristic among singers. The course is designed to overcome this tendency.

### FACULTY RECITALS

One of the most helpful features of the department is the recitals by the faculty. Every semester programs are arranged in which the students hear the choicest numbers from classic writers. In the drawing and pottery work exhibitions are given of the work done, to which students and public are cordially welcomed.

### STUDENTS' CONCERTS

Throughout the season, recitals of instrumental and vocal music, as well as expression, are given in Peabody Hall by the students, to which their friends and

the public are admitted free of charge. Towards the close of the season concerts and exhibits are given in which only the most advanced students take part, and to which also the public is invited.

### CORRELATED STUDIES

There is a tendency on the part of many music students to neglect the essential elements of a general education. To them the study of music and its allied arts is in itself so engrossing that the importance of other branches of study is overlooked. In schools where music is taught exclusively, this tendency is aggravated, but the Lawrence Conservatory of Music advises supplementary work, incidental to a general education.

### APPRECIATION

A course of lectures on "Appreciation" is offered each year, consisting of lectures on the topics of music's origin, growth, function, and the art of listening. No previous study is required to understand the course as offered. Regular students are required to take it. Any others interested may enter.

### CONSERVATORY ENSEMBLE ORGANIZATIONS

No student may claim to have a broad musical education who has not acquired the ability to participate in ensemble work; yet work of this character is often neglected in many schools of music in this country. The work of the ensemble organizations does not interfere with or take place of the work of private instruction, but supplements it.

No expense whatever is connected with membership in any of these ensemble organizations.

## ORCHESTRA

An orchestra is maintained, giving the experience and routine necessary to become an efficient orchestra player. All pupils in the advanced grades of stringed and other orchestral instruments are entitled to membership. Prof. Fullinwider is the conductor.

## GLEE CLUBS

The glee clubs have for many years been prominent features of the college, giving annually a series of concerts in various cities of Wisconsin and adjoining states, besides participating in many local events. Membership is restricted to Conservatory and College students. Prof. Waterman directs the men's club and Mrs. Reed the ladies' club.

## CHORAL SOCIETY

The Philharmonic Choral Club numbers one hundred and fifty voices, composed of students and local residents. Dean Frederick Vance Evans is director. Its purpose is to give oratorios, cantatas, and part-songs in the local musical world. The conditions of membership are a voice of fair effectiveness, a correct ear, and regularity in attendance.

## MUSIC FESTIVAL

The Spring Music Festival is held for the purpose of advancing the musical interests of the community. Such advantages as are offered at this time are rarely to be found outside of large cities. The festival consists of three concerts: a symphony evening, a matinee of soloists and orchestra, and a final concert given by the Philharmonic Choral Club, assisted by the orches-

tra and soloists. It is under such conditions that music makes its supreme appeal, and students are fortunate who can thus have their inspiration aroused. Such occasions enlarge their musical appreciation and fire their ambition.

### DRAWING, EXPRESSION, DESIGNING

The work of drawing, expression, clay modeling and designing is an integral part of the Conservatory and is organized for the purpose of widening the opportunities of students in the various departments. It is equipped to meet all immediate needs of those who would specialize in these subjects. The specialized and individual instruction in small classes, and a more definite approximation of the departments, suggest some of the lines in which advance is being made over previous years. In addition, students will find here a scholastic and social atmosphere that inevitably enlarges the vision and invigorates the creative faculty. There is also the opportunity to combine the drawing and expression instruction in the related course of Public School Music and to receive a limited amount of college credit,—an advantage offered by few schools anywhere. This will appeal especially to those intending to become public school music supervisors.

## COURSES OF INSTRUCTION

### THE PIANOFORTE

A systematically developed technical foundation is the first requisite in pianoforte playing. This is accomplished by a carefully selected and graded set of exercises and studies, designed to bring about that control of the muscles without which artistic results can-



not be attained. At the same time, the musical concept of the student receives especial attention. In the regular course, Bach and Czerny are the principal aids to technical advancement. The works of Mozart, Haydn, Beethoven, Schumann, Schubert, and Chopin are also used, but not to the exclusion of modern writers. Clearness of conception, distinctness of phrasing, variety of tone, good rhythm, and technical accuracy are the main points insisted upon.

As the student advances, interpretation becomes a special study, and characteristics of each of the great tone poets must be well grasped. The various emotional, intellectual, and physical faculties are brought into that harmony and approximation which results in artistic performance. Opportunity is offered for the study of piano concertos with orchestral accompaniment.

**Preparatory.**—Correct position of arms and hands; major and minor scales,—Herz, Bertini and others; Streabbog Op. 63 and 64; Czerny: *Selected Studies*, Book I. (Liebling Edition), or Loeschhorn's Op. 65, Koeler, Bertini, Streabbog, or Bach; Heller's Op. 45; easy pieces.

**Academic.**—Scales, arpeggios and chords, continued; Heller, Op. 45 (continued); Czerny (Books II and III, Liebling Edition), or Cramer, Mertke, or others; Krause, *Etudes* Op. 2; Cramer (Books I. and II.); Sonata, Op. 47, No. 2, Clementi; Mozart, easier sonatas; easier Haydn sonatas; etudes and pieces by standard composers.

**Junior.**—Chords, arpeggios, octaves, etc. (Voight, Liebling, Czerny and others); Czerny, Op. 299 or 740, and *Forty Daily Exercises*; Bach, *Inventions*, (Two and Three Voices); Bach, *English Suites*; Foote, *Etudes*, Op. 27; Mozart, sonatas; Chopin; compositions from ancient and modern composers.

Note: The foregoing courses of study, including two semesters of harmony, two semesters of musical history, and the

course in Teachers' Training, are the requirements for the Teacher's Certificate Course.

**Senior (Diploma).**—Technical work continued; difficult studies, (Czerny, Cramer, Heuselt, Moscheles, or others); Clementi, Gradus, Bach, *Well-Tempered Clavichord*, (Book I.); Beethoven, sonatas; Seeling Etudes; Compositions by Chopin, Schumann, Mendelssohn, Moszkowski, Brahms, Godard, Grieg, MacDowell, Liebling, and others; second year harmony, analysis and counter-point.

**Senior (Degree Course).**—Moszkowski, *School of Virtuosity*; Bach, *Well-Tempered Clavichord* (Book II.); Beethoven, sonatas; musical form and analysis; compositions and concertos by Chopin, Weber, Schumann, Rubinstein, Handel, Liszt, Grieg, and others.

## BACHELOR OF MUSIC DEGREE

Bachelor of music degrees are conferred on those completing the various courses of the Conservatory who have in addition, thirty hours of credits in the College of Liberal Arts.

## VOICE CULTURE

Singing is an emotional art, but the mechanics must nevertheless be thoroughly understood. The mere possession of emotion and voice avail nought unless one study the methodical and mechanical aspects and perfect himself in the control thereof. Method must be so completely mastered that the layman who listens is not burdened with the effort the singer puts forth. The singer who cannot control his singing so as to bring out the best tone of his voice, will acquit himself poorly, no matter how much temperament he may possess.

An instrumentalist buys his instrument, and merely has to learn to use it. The singer commences farther

back. Even if this instrument is given to him in a perfect state, it rarely remains perfect until he is ready to use it. He must not only repair it if it has suffered injury during childhood, but even if it is in perfect condition when he essays to learn to sing, he must master its various uses so that he may preserve it uninjured; and not only that, he must develop it by constant and right use. It is only when the mechanics are thoroughly mastered and subjected to psychological control that the artist really appears. There are favored individuals appearing from time to time, who are said to sing naturally. They are rare. In any case, if they do not know how they sing, they can never teach; for to teach, one must not only know how to do a thing, but be able to demonstrate how it is done.

There is no way to make the study of vocal art easy. While the fine arts are all expressions of the highest forms of our emotional and mental being, the gift of song seems to be at once the most difficult to master, yet the most common. For this reason vocal study should be slow and sure, and above all, under the guidance of painstaking and competent teachers.

The outline of courses follows:

## VOICE CULTURE

**Preparatory Course.**—Breath control, voice placing, tone production; Concone, Sieber, Vacchi, and Marchesi; easy songs in English; French and German; rehearsals in the Philharmonic Choral Club; piano.

**Academic.**—Development of range; exercises for flexibility; vocalises by Concone, Bordogni, and others; beginning of repertoire of standard songs in English; French and Ger-

man; history of music; rehearsals in the Philharmonic Choral Club; Piano.

**Junior.**—Advanced vocalises; continuation of technical development; harmony; rehearsals in the Philharmonic Choral Club; standard operatic arias; study of oratorio; modern song literature.

Note: The foregoing courses of study are the requirements for the Teacher's Certificate Course.

**Senior (Diploma).**—Development of repertoire; harmony; preparation for church, oratorio, and concert; study of operatic roles; rehearsals in the Philharmonic Choral Club.

## VIOLIN

The art of violin playing has made such rapid strides within late years that it has become a prominent feature in musical institutions of standing; therefore, great improvements have been made in methods of instruction, in accordance with which this department aims to keep pace.

Quality is sought rather than quantity, both in practice and in presenting works of art. Great emphasis is placed on habits of practice, and the student's mental grasp of the work is developed in accordance with the technical phase. The playing aloud of a composition should be no more necessary for its understanding than the reading aloud of a piece of English prose.

For graduation the pupils must present a complete list of music studied, and must give a public recital and read at sight a composition selected by the faculty.

**Preparatory and Academic Course.**—Sevcik, *Violin School*, Op. 6, Nos. 1 to 7; Meerts, *Elementary Studies*; *Gymnastics* by Leonard; *Studies* by Kayser, Mazas, Schradiek, etc.; soli with piano accompaniment by Dancla, Sitt, Jacoby, De Beriot, and others; history of music.

**Junior—Teacher's Certificate.**—Studies by Kreutzer, Rode, Dont, Meerts, Schradiek, sonatas by Tartini, Nardini, Handel, Haydn, and others; concertos by Viotti, Rode, De Beriot; harmony.

**Senior—Artist's Course.**—Caprices by Paganini; sonatas by Bach; soli by Wieniawski, Sarasate, and others; concertos and miscellaneous compositions by Vieuxtemps, Mendelssohn, Bruch, Dvorak, Beethoven, Brahms, Griëg, and others; harmony.

## HISTORY OF MUSIC

This work covers one year. The Conservatory has a valuable reference library placed in Peabody Hall for the use of students during the school year.

## ORGAN

A certain facility at the piano is necessary before the study of the organ can be taken up successfully.

**Preparatory.**—Stainer, *Organ Primer*; Carl, *Master Studies*; Bach, chorales; easy pieces by Smart, Merkel, Guilmant.

**Academic.**—Carl, *Master Studies*; Nilson, *Pedal Studies*; Bach, short preludes and fugues; hymn tune playing; compositions by Guilmant, Rheinberger, Whiting; history of music.

**Junior.**—Bach, preludes and fugues; Nilson, *Pedal Studies*; studies in registration; sonatas by Guilmant, Rheinberger; Merkel, Mendelssohn; harmony.

**Senior.**—Bach, greater preludes; fugues; Nilson, *Pedal Studies*; concertos and symphonies by Handel, Widor; harmony.

## THEORETICAL COURSE

### FIRST YEAR

**First Semester.**—*Harmony: Scales*—major and minor; in-

tervals and chords; principal triads of the major scale; principal triads of the minor scale; chord of the sixth; chord of the sixth and fourth; chord of the dominant seventh with its inversions; secondary triads with their inversions; ear training; dispersed harmony; chord of the dominant ninth in major; chord of the dominant ninth in minor; chord of the seventh on the leading tone; chord of the diminished seventh.

**Second Semester.**—Modulation to closely related keys; analysis of hymns; original four-part writing; ear training; modulation (continued); secondary seventh chords in major and minor with their inversions; chorale and chant; chromatic passing tones; original writing and analysis; mixed chords; ear training.

## SECOND YEAR

**First Semester.**—Mixed chords (continued); enharmonic changes; irregular resolutions of the dominant seventh chord; modulation to remote keys; non-harmonic tones; suspensions, retardation, appoggiatura, anticipation; passing tone and embellishment; accented and double passing tones; obligato melody; organ point; inverted pedal; melodic figuration; harmonization of florid melodies; accompaniments; chromatic scale harmonized; figured chorale; original writing; ear training and dictation.

**Second Semester.**—*Analysis and Counterpoint:* Analysis of Mendelssohn's *Song without Words*; Mozart's and Beethoven's sonatas, and other classical and modern compositions; counterpoint in two parts (first species); counterpoint in two parts, (second species); ear training and dictation; analysis (continued); canon and fugue; counterpoint (continued) in two and three parts (first, second, third, and fourth species).

## GRADUATE

### BACHELOR OF MUSIC COURSE

**First Semester.**—Triads and seventh chords; the broken chord; reduction; modulation; the appoggiatura; the appog-



giature chord; the free tone; the embellishment; the suspension; the anticipation; the free anticipation; the retardation; the organ point; the pedal; dispersion of chord members; altered chords; the supertonic seventh with sharp third; other altered steps; consecutive dominant sevenths.

**Second Semester.**—Enharmonics; assumption of keys; incomplete modulation; the deceptur resolution; passing diminished seventh chords; the diminished seventh on the raised fourth; the augmented sixth chords; modulation down a minor second by an augmented chord; chords with a diminished third or hidden augmented sixth; embellishment of the tonic six-four in a cadence; consecutive tonics; chromatic passing chords and passing sequential figures; the sequence; two simultaneous harmonics; the skip resolution; the church modes and unusual cadences; two-part writing; one-part writing and the cadenza; reduction: its application in memorizing and in sight playing; musical form.

## PUBLIC SCHOOL METHODS

The purpose of this course is to equip men and women to supervise and teach music in the public schools. As the systems of instruction differ, students become familiar with such systems as the "Modern" (Silver Burdett), "Eleanor Smith" (American Book Co.), the "Educational" (Ginn & Co.), etc.

Two school years are employed in the completion of this work. But to complete within this time, the course requires diligent study, regular practice, talent for music, and marked ability for teaching.

The entrance requirements are: (1) A good general education. A high-school education or its equivalent is necessary to secure a desirable position; (2) Talent for music, an agreeable voice, and the ability to interpret the music used in the elementary grades of the public school. (3) The ability to read simple music at sight.

**First Year.**—Public-school methods; sight reading; notation and terminology; ear training, dictation, writing; history of music; harmony; melody writing; private lessons in voice and piano; rehearsals of Philharmonic Choral Club for the study of the oratorio.

**Second Year.**—High-school methods; ear training and dictation; advanced harmony; form and analysis; psychology and pedagogy; child voice training; song interpretation; private lessons in voice and piano; rehearsals of the Philharmonic Choral Club; thesis on some professional subject.

**Method and Material.**—A study is made of methods of teaching music in the elementary grades, which conform to sound pedagogic principles. The following topics are discussed in lecture and class work:

Purpose of public-school music; correct position of body; breathing; care and training of the child voice; what to do with monotonies; simple ear training and dictation exercises; major scale and manner of presentation; tonic *sol-fa* hand signs; interval drill; development of the sense of rhythm in children; how to teach the problems of rhythm; how to unite time and tone; devices; beating time; note singing; staff represented in simplest manner; scale names, pitch names and syllable names; notation and terminology; use of the pitch pipe; how to secure individual proficiency; plan of study in exercise and songs; vocalization; classification of voices; part singing; principles of sight singing; written work; visualization; tone thinking; how to teach chromatics; problems of rhythm; bass clef, triads, modulation, minor scale; importance of individual work; value of song singing as a basis for future study; use of the baton; art of conducting; practice teaching, suggestions in presentation; how to assign and conduct a lesson; song interpretation, enunciation, phrasing; expression; style; technique of class management; study of material and method of presentation from the first to the eighth grades inclusive.

## HIGH-SCHOOL METHODS

**High-School Chorus.**—Organization; classification of

voices; seating of chorus; management of the chorus; how to awaken interest; discipline; results; directing; examination of high-school material.

**Musical Appreciation.**—This study should be added to the singing of choruses and part songs now to be systematically chosen from the greater composers, and to the hearing of solo songs and the instrumental composition similarly chosen. Analysis of the form and the content of these compositions, together with contributory study of musical history and biography.

**Sight Reading.**—Drill in scale and interval singing; time subdivisions; part singing.

**Notation and Terminology.**—A complete review of musical notation is given, to insure absolute accuracy in the use of notation and such skill and speed as will enable teachers to make neat blackboard exercises for sight reading and drill.

**Ear Training and Dictation.**—Work in the objective study of tone; written work. Writing melodies from memory is followed by writing of songs in two and three parts. Rapid singing of four measure, phrases by the teacher and the writing of these by pupils, soon lead to the habit of both seeing and hearing by phrases rather than note by note.

**Melody Writing and Elementary Form.**—Analysis and construction of melodies; place of melody writing in the school room; elements of form; the phrase; the period; the binary and ternary structures; thorough analysis of children's songs and other music adapted for use in schools; the small song forms named above are made familiar.

**Song Interpretation.**—The chief aim of music study in schools is the interpretation of the musical expression of others; as the formation of correct ideas is essential in all art teaching, there is no more important phase of music study than that of correct song interpretation. Songs adapted for the different grades will be sung. Each student completing the course will perform thirty songs appropriate for

use in the grades. The songs must be committed to memory and played as well as sung.

**Psychology and Pedagogy.**—A study of the relation of psychology and pedagogy to musical education. Text-books: Halleck's "Psychology"; White's "Art of Teaching," and Farnsworth's "Education through Music."

**Harmony: Musical Form and Analysis.**—All students in public school music are required to complete the course in harmony, form and analysis as outlined for junior and senior years of the Theoretical Course. Two years are required.

**Musical History.**—A general study of musical events of the earlier times to the present is made. Text-book: Hamilton's "Outlines of Musical History." Collateral readings and essays on musical topics. This course requires one year.

**Pianoforte and Singing.**—Every music supervisor should be able at least to play accompaniments and follow an instrumental score in conducting. One of the important phases of the work in the care of the child voice; therefore it is important that the music supervisor have a well-placed voice and a tone quality worthy of imitation by children under his instruction. The importance of the above cannot be too strongly emphasized.

Aside from the above class work, all students studying the public school music course are required to take private instruction in voice and piano.

## DRAWING, CLAY MODELING, AND DESIGN

### GENERAL COURSE

#### *First Semester—*

- a. Freehand drawing in light and dark with charcoal, pencil, and pen and ink; perspective. Two half-days.
- b. Figure drawing in charcoal and pencil. One half-day.
- c. Color. The theory of color harmony; the technique of water color and crayon; sketching, illustration. One half-day.

- d. Design. Principles; problems of space filling; development of designs from flower forms. One half-day.

*Second Semester—*

- a. Advanced drawing from still life and the cast. One half-day.
- b. Figure drawing continued. One half-day.
- c. Illustration. One half-day.
- d. Composition and Applied Design. Analysis of great compositions by the masters; design in its relation to the arts and crafts; historic ornament. One half-day.
- e. Public school methods. Required of those expecting to teach. One half-day.

## ELECTIVE COURSES

- 1. Mechanical Drawing. Mr. Eaton.
- 2. Leather Work. Miss Baker.
- 3. Decorative Design. Mrs. Fairfield.
- 4. Clay Modeling. Mrs. Fairfield.

## HONOR SYSTEM

All written examinations are conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind nor received aid from any source." The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the dean any irregularity or evidence of dishonesty he may have obtained during the period of the examination. The dean will weigh the evidence submitted and will inflict such punishment as in his judgment the case seems to justify.

## PIANO TUNING

This work is provided with ample accommodations



for a systematic course of instruction to qualify thoroughly any who desire to make tuning a profession. The course is recommended to those who are to become teachers in sections of the country where competent tuners are not to be found.

**Outline of Course.**—Pitch and relation of intervals as applied to tuning. Structure of temperament. Acoustics, embracing the theory of scales, harmonics, beats and temperaments. Construction of pianoforte. Mechanism of action in minutest detail. Stringing. Action-regulating. Setting up piano action. Voicing. Rebuilding worn pianos.

### TERMS OF TUITION

The Conservatory of Music does not contend that its tuition is the cheapest, but it does claim—and investigation will substantiate this claim beyond contention—that for the grade of instruction offered, the rates are as low as those to be found anywhere,—and this without considering the many free advantages offered students. The teachers for whom the highest rates are charged, rank high in their profession. The intermediate teachers are musicians of good standing, thoroughly competent to give instruction to the most advanced student. The preparatory teachers in most cases have done graduate work in this institution. Their education has been along the broadest and most approved lines and all have had ample experience as teachers.

A special catalogue of the Conservatory, in which a full schedule of courses and tuition is given, is published by the department and will be furnished on application.

For further information, address

FREDERICK VANCE EVANS, Dean.



## STUDENTS, 1915-1916

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### GRADUATE

Alderson, Flossie	Fennimore
Bennett, Grace	Appleton
Conant, Elizabeth Thomas	Sturgeon Bay
Hahn, Ada	Appleton
Hahn, Erna	Wauwatosa
Newton, Belle Farrington	Milwaukee
Peck, Olive R.	Chicago, Ill.
Potter, Mary	Racine
Richardson, Pearl	Sparta
Reynolds, Grace	Marinette
Schwahn, May Wilson	Stevens Point
Taylor, Jane	Pipestone, Minn.
Thiele, Sarah Bemis	Bronxville, N. Y.
Van Zandt, Lucretia	Appleton
Wilson, Ruth	Milton
Wilson, Winifred	Milton

### SENIOR

Ames, Dorothy Ora	Monroe
Austin, Miner Manly	Reeseville
Baird, Parker Karns	Monroe
Baker, Irvin Volney	Mattoon
Bamford, Mabel	Plymouth
Berry, Floyd	Gladstone, Mich.
Bishop, Lenah Rose	Coloma
Bowden, John Thomas	Negaunee, Mich.
Chapman, Jesse M.	Tunnel City
Cochrane, Jessie Margerite	Fox Lake
Coleman, Lysle Russell	Ellendale, N. Dak.
Cragoe, Bessie Louise	Oakfield
Cripps, Emily Catherine	S. Kaukauna
Davis, Arthur Dorsey	Appleton
Eastman, Lydia Marsh	Plymouth
Eichman, Linda Augusta	Appleton
Exley, Nora Sarah	Menasha

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Fisk, Harry Howland	Green Bay
Franzke, Albert Leonard	Appleton
Gibson, Ellen	Green Bay
Glaser, Lydia Naomi	Appleton
Gordon, Laura Margaret	Iola
Green, Veronica Josephine	Appleton
Hartman, Herman K.	Appleton
Hayter, Esther Mary	Shawano
Hogan, Anna Violet	Kaukauna
Holbrook, Dorothy Ingalls	Appleton
Hudson, Ruth Charlotte	Green Bay
Humphreys, Roy L.	Necedah
Hunting, Clyde Alfred	Marinette
Hurley, Addie May	Green Bay
Jenney, Blanche Ferris	Owosso, Mich.
Johnson, Arthur J.	Beloit
Kayser, Ellen Besta	Green Bay
Keene, Zella Theoda	Leon
Kellman, Anna Dean	Galesville
Kline, Anna M.	S. Kaukauna
Kurz, Estella Helen	Appleton
Lewis, Paul E.	Weyauwega
Lueck, Elsie H.	Merrill
Mackin, Ida Estella	Boardman
Marsh, Clara Church	Appleton
Mielke, Sarah Julia	Shawano
Mitchell, Clarence Millard	New Richmond
McCourt, Irene	St. Croix Falls
McFetridge, George William	New Richmond
MacInnis, Earl Carlyle	Oshkosh
Nelson, Carl E.	Aurelia, Iowa
Noyes, Harriett Decker	Freewater, Oregon
Oosterhuis, Trestor	Waldo
Peterson, Arthur	Eau Claire
Riesenweber, Marguerite	Appleton
Roderic, May	Brodhead
Roels, Harvey	DePere
Ronneberg, Conrad Erwin	Oakes, N. Dak.
Saecker, Carleton Engler	Appleton
Sauer, Edward Henry	Chicago, Ill.

Schultz, Laura M.	Appleton
Sharp, Dora	Milwaukee
Stecker, Bernard J.	Neenah
Stevens, Katharine Maia	Chicago, Ill.
Stone, Edward Payson	Waupaca
Stroud, Anne Laurie	Oshkosh
Sugerman, Helen A.	Appleton
Swann, Elmer Taylor	Brodhead
Thompson, Alden Wilbur	Appleton
Van Lone, Grant E.	Fort Atkinson
Webb, Mary Dorothy	Lancaster
Wentz, Ivan W.	Chilton
Whitmore, Ethel Emma	Menasha
Willard, Harold Gerrish	New London
Winger, Della	Grand Rapids
Youtz, Merrill Arthur	Appleton
Zellmer, Amil W.	Fairwater
Zepp, Bertha E.	Edgar

*JUNIOR*

Anderson, David O.	Rockford, Ill.
Bannister, Guy Pendell	New Richmond
Bergstrom, Nathan H.	Neenah
Black, Mary Downey	Menasha
Brown, Fredrica KlaBada	Liberia, Africa
Brown, Nellie M.	Beaver Dam
Brown, William Walker	Marinette
Campbell, Constance Lucile	Neenah
Canright, Warren Raymond	East Troy
Clark, Elva Helene	Cando, N. Dak.
Collins, Earl Fawcett	Chicago, Ill.
Cooke, William Henry	Kaukauna
Dawley, Leo Eldred	Royalton, Minn.
Eddy, William Chaffee	Shelbyville, Ill.
Fillmore, Eva	Barron
Glaser, Freda	Appleton
Hagen, Lilyan	Appleton
Hague, Clifford W.	Lake Mills
Hall, Emma Eliza M.	Appleton
Hazen, Meribah	Waupun

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Herbst, Agnes May	Fairchild
Herold, Elmer William	Prairie du Chien
Hirt, Anna Louise	Deerbrook
Hooper, George W.	Palmyra
Houghtaling, Jules Verne	Rockford, Ill.
Huberty, Edward H.	Plymouth
Hull, Ruth	Stevens Point
Jones, Catherine Sara	Cambria
Jones, Gladys	Randolph
Kautsky, Marie	Colby
Kleist, Raymond George	Brillion
Kirkpatrick, Forrest Ray	Chippewa Falls
Lemke, Erna M.	Wausau
Medway, Hazel Irene	Wauwatosa
Merke, Charles H.	Hancock, Mich.
Metcalf, Charles Winthrop	Janesville
Mihelchech, Peter	Calumet, Mich.
Millard, Hazel Dorothy	Chetek
Molloy, Carrie Conrad	Ishpeming, Mich.
McCray, Merle Edna	Green Lake
McMullen, Vivian Geraldine	Chilton
Oldenburg, Jessie Ingebor	Appleton
Packard, Dorothy N.	Appleton
Packard, Nina E.	Appleton
Passmore, Dempster Stewart	Appleton
Paul, Gladys	Milton Junction
Perry, Ella Fern	Oconomowoc
Pinkerton, Blanche Irene	Waupun
Pinkerton, Ruth Mary	Waupun
Pratt, Jennie Mae	Oakfield
Reykdal, Theodore J.	Westboro
Reynolds, Olive	Marinette
Richardson, Kathryn Marie	Palatka, Mich.
Ritchie, Margaret E.	Appleton
Ritter, Isabell E.	Columbus
Rogers, Emory Sidney	Marion
Ryan, Madge Irene	Glen Haven
Schaal, Eugene	Gillett
Schaub, Reginald Rolletter	Oconto Falls
Schneider, Frank	Appleton

Scott, Laura Estella	Rapid River, Mich.
Shattuck, Harold L.	Chippewa Falls
Skewes, Alice Ruth	Union Grove
Spear, Henry C.	Menominee, Mich.
Stevens, Elizabeth	Appleton
Strathearn, Janet Nelson	Kaukauna
Symons, Dorothy Nellie	Sturgeon Bay
Taylor, Harold K.	Orfordville
Taylor, Lorine Linea	Waupun
Tiegen, Josephine	Prairie Farm
Thomas, Ethel C.	Potosi
Veeder, Miriam Nott	Milwaukee
Voelker, Dorothy	Branch
Walterbach, Edwin Herman	Marshfield
Wendt, Grace Florence	Ashland
Wentworth, Adele	Edgerton
Wheeler, Florence S.	Chippewa Falls
Whitmore, Lester Léonard	Menasha
Wilkinson, William Russell	Shullsburg
Williams, Lola Margaret	Appleton
Wittman, Arthur C.	Merrill
Wright, Allyn Lee	Columbus
Younger, Frank Bertin	Appleton
Younger, George William	Appleton

*SOPHOMORE*

Ainsworth, George MacKenzie	Appleton
Anthes, Ada S.	Clintonville
Arnquist, Samuel	New Richmond
Atkinson, Francis L.	Albany
Baldwin, Eden John	Milwaukee
Beach, Earl Charles	Fort Atkinson
Behnke, Carl Edwin	Manawa
Bennett, Glenn	Dodgeville
Berdan, Walter Adolph	Marshfield
Blair, Carrie	Hancock
Blashfield, Herbert W.	Boscobel
Blotz, Elizabeth	Dodgeville
Boyce, Ruth H.	Oconto Falls
Brewer, Richard Wallace	Mineral Point

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Bristow, Everett Evans	Waupaca
Broughton, Lawrence V.	Stanley
Brown, William DeForest	Bloomington
Butts, Jay W.	Mason City, Iowa
Casey, Ethel Frances	Randolph
Chapin, Olive Katherine	Evansville
Cheney, Lois M.	Barron
Corr, Alice Ruth	Juneau
Conrad, Bradley Barker	Janesville
Cranston, Ruby Annette	Menomonie
Curry, Carrie Eva	Darlington
Daniel, Margaret Lillian	Randolph
Davis, Kathryn Avery	Galesville
Dawley, Virgil Homer	Royalton, Minn.
Dean, Harry Carpenter	Glenwood City
Delbridge, Helen Gertrude	Oconto Falls
Doty, Edward Duane	Waupun
DeMez, Gladys	Cashton
Dunn, Lawrence B.	Appleton
Edwards, Wilmer Charles	Marion
Elg, Erich George	Green Bay
Ellis, Asher	Appleton
Fell, Sidney David	Mayville
Fenton, Clyde Henry	Kimberly
Findeisen, Ruth Leona	Green Bay
Flood, Olaf	Galesville
Franklin, Esther May	Evansville
Gabelein, Charlotte	Menomonie
Gibson, Maurine	Des Moines, Iowa
Griffiths, Joseph Henry	Longport, England
Groff, Kenelm A.	Winona, Minn.
Hambrook, Robert William	Wittenberg
Hampel, Elfrieda	Neenah
Hanson, Harold Eugene	Stoughton
Harker, John William	Shullsburg
Hill, Geraldine Glasgow	Crystal Falls, Mich.
Hilpertshauser, Evangeline Ruth	Sheboygan
Hinrichs, Gordon Theodore	Madison
Hirt, Bertha Elma	Deerbrook
Hoenig, Fred Donald	Chippewa Falls



Hoernke, Frank Charles	Oconto
Holstein, Gladys Mae	Fort Atkinson
Holt, Mary L.	Berlin
Holtz, Harold L.	Columbus
Hunt, Marion Joselyn	Greenwood
Hupe, Roy William	Morristown, S. Dak.
Irwin, George Howard	Lodi
Janes, Adeline Meredith	Marquette, Mich.
Johnson, Dorothea Catherine	Menasha
Jones, Robey Isabel	Endeavor
Kimball, Kendrick Leonard	Menasha
Kimball, Leona	Briggsville
Kline, Mike	Appleton
Komers, Madeline Thelma	Wausau
Kornreich, Eugene	Milwaukee
Krause, Arlington Colton	N. Fond du Lac
Kuehmsted, Russell Otto	Appleton
Lampert, Mineftawa	Wausau
Larson, Muriel Estelle	Neenah
Laut, Margaret D.	Wausau
Lomas, Loraine W.	Green Bay
Lowry, Howard James	Colfax
Luce, Harold Walker	Hancock
Luecker, Elmer William	Brillion
Lyon, Don Scott	Menominee, Mich.
Mathys, Della Mabel	Arcadia
Meadows, Mary Vance	Wausau
Meating, Earl Henry	New London
Metcalf, Stanley	Janesville
Metcalf, Mary Eleanor	Berlin
Millard, Jennie F.	Appleton
Mitchell, Rexford Samuel	Manawa
Monk, Floyd G.	Neillsville
Moss, Charles W.	Mattoon
Mouat, James Stuart	Janesville
Moyer, Julia Anne	Monroe
McCourt, Earl	St. Croix Falls
McKnight, Marie	South Wayne
Nehls, Margaretta F.	Lancaster
Nickell, George H.	Appleton

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Nimits, Charles L.	Kaukauna
Owens, Ralph Burnham	Fort Atkinson
Peck, Harold B.	Berlin
Pierce, Josephine L.	Appleton
Pratt, Grace Estelle	Barron
Puchner, Irving Alfred	Edgar
Radford, Anna Taylor	Hermansville, Mich.
Rasmusson, Ernest Jesse	Hammond
Richter, Joseph Jacob	Highland
Riner, Paul Gates	Oconto Falls
Rogers, Robert F.	Nashville
Ross, Dorothy	Appleton
Sande, Eva Marie	Neenah
Saunders, Otis Warren	Oconto Falls
Schultz, Edward George	Kendall
Shand, John Parks	Ishpeming, Mich.
Sherwood, George Stevens	Kendall
Sherman, Harold William	Appleton
Shipman, Osbert Willett	Manawa
Shufflebotham, Martha Elizabeth	Sheboygan
Smith, Marguerite Evalyn	River Falls
Smith, Norman Herschleb	Green Bay
Smith, Robert James	Rockford
Smith, Vida Elizabeth	Appleton
Soper, Edward Thomas	Cornwall, Eng.
Sorensen, Raymond J.	Appleton
Stair, Ruth Vivian	Brodhead
Starkey, Earl F.	Eau Claire
Stauffer, Norma	Appleton
Steele, Fred E.	Sparta
Steffen, Glyndon F.	Antigo
Swendson, James Jay	Amherst
Taylor, Helen Slocum	Janesville
Terp, Helen Dorothy	Green Bay
Toll, Edward August	Fairwater
Trentlage, Otto	Appleton
Uhlman, Lamont Douglas	Roberts
VanderBie, Marion	Eau Claire
Vanderlip, Eva	Menominee, Mich.
Vincent, Paul M.	Appleton

Wallis, Harry George  
Watson, Allen L.  
Wilkinson, Briton  
Wilkinson, Ruth  
Williams, Cornelia May  
Wills, Wallace W.  
Wright, Erhard Patrick  
Young, Ethel Almira

Kenosha  
Brandon  
Shullsburg  
Shullsburg  
Viroqua  
Wausau  
Marshfield  
Fox Lake

### *FRESHMAN*

Adams, Lafayette  
Aebischer, Frederick C.  
Alexander, Clinton S.  
Allison, Harold Arthur  
Allen, Delsie Mae  
Armstrong, Claudine  
Archerd, Marie  
Atkinson, Carroll  
Baeseman, Reuben W.  
Bangsberg, Roy Lionell  
Bancroft, Blaine D.  
Barnes, Frederick Homer  
Bartlett, Gladys  
Baurenfeind, Karl William  
Beggs, Gerald Albert  
Bell, Eric Franklin  
Bergman, Bertha Ellen  
Blomholm, Gerhard Ulrik  
Boase, Chelsea  
Bock, Millie L.  
Bohlman, Herbert William  
Boll, Elmer James  
Bonham, Mabel Louise  
Bradford, Alfred S.  
Bradish, Ruth Lillian  
Braun, Arnold Otto  
Bray, Mildred  
Brenner, Doris Luella  
Brewster, Grace Elizabeth  
Brownlee, Jennie Isabel

Kewaunee  
Chilton  
Soperton  
Durand  
Mauston  
Oconto  
College Springs, Iowa  
Appleton  
Wausau  
Viroqua  
Richland Center  
Brooklyn, N. Y.  
Appleton  
Royalton  
Cameron  
Dunn, N. C.  
Escanaba, Mich.  
Hudson  
Mineral Point  
West De Pere  
Kaukauna  
Antigo  
Baraboo  
Appleton  
Omro  
Baraboo  
Appleton  
Sparta  
East Troy  
Manawa

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Buckmaster, Ethel	Marshfield
Bunnell, Mary E.	Mauston
Callahan, Alice B.	Menasha
Calvert, Winifred Emily	Benton
Cameron, McKinley	Appleton
Campbell, Howard E.	Cashton
Carey, Orville Clifford	Marion
Casey, Cora May	Randolph
Champion, Iden Charles	Gladstone, Mich.
Chipman, Willard Alonzo	Stoughton
Choak, Violet	Kansasville
Colby, Florence	Loyal
Cone, Carrie G.	Shiocton
Cooke, Margaret Adah	Kaukauna
Cranston, Edith Rosalie	Menomonie
Cristy, Kenneth Earl	Waupaca
Curry, Irving	Darlington
Curtis, Martha R.	Perry, Iowa
Darcy, Anne	Hillsboro
Davidson, Levinia Elsie	Hubbell, Mich.
Davis, Marie I.	Appleton
Dawley, Crescenz	Royalton, Minn.
Delameter, Vincent Leroy	Cambridge
Deming, Alice Frances	Chicago, Ill.
Detjen, Gertrude	Algoma
Draper, Bernice Evelyn	Loyal
Donner, Arvin Nehemiah	Dayton
Dunn, Floyd Radley	Waupaca
Dustrude, Marion	Oconomowoc
Earle, William Watson	Tomah
Edwards, Ethel Marie	Marion
Eiler, Walter	Racine
Elmgren, Dorothy Elizabeth	Kimberly
Elliott, William	Oregon
Ellis, Carlin Bruce	Waldo
Ellis, Irene Catherine	Waldo
Evans, Roy	Dodgeville
Ewen, Quirin George	Appleton
Fawcett, Arnold Maynard	Viroqua
Fillion, Victor F.	Escanaba, Mich.
Finton, Geraldine Ruby	Appleton

Florida, Floy Henrietta	Brandon
Folsom, Guy M.	Markesan
Foltz, Hazel Irene	Wausau
Friedrich, Arthur L.	Beaver Dam
Gettelman, Irene Henrietta	Escanaba, Mich.
Genske, Carl M.	Plymouth
Gerritts, John	Little Chute
Gerritts, Martin James	Little Chute
Gilmore, Harold McKinley	Randolph
Glasow, William Elmer	Neillsville
Gochnauer, B. Barrett	Appleton
Gordon, Loma	Iola
Griffiths, Raymond Scott	Antigo
Hackett, Durlin B.	North Freedom
Hackett, Lysle B.	North Freedom
Hale, J. Halbert	Dunbar
Hallenbach, Vernon Myron	Dunbar
Hammond, Agnes M.	Shawano
Harker, Eunice Margery	Shullsburg
Harn, Bessie Benna	Viola
Harn, Grace Beulah	Viola
Helmer, Amy	Duluth, Minn.
Helmer, Elizabeth	Duluth, Minn.
Hench, Josephine Stuart	Appleton
Heth, Louis E.	Racine
Horne, Marjorie	Redgranite
Hoeper, Ruth Alice	Wausau
Hogg, Thomas J. S.	Melrose
Hooper, Eva Clarinda	Palmyra
Horsfall, Ada Myra	Millville
Hoskins, Ernest George	Hibbing, Minn.
Hoyer, Marion Rose	Manitowoc
Huber, Norma Marjorie	Minocqua
Jamieson, Donald Gordon	Beaver Dam
Johnson, Lawrence Eaton	Black River Falls
Johnson, Marcia Kilbourne	Eau Claire
Johnson, Olive M.	Wild Rose
Julian, Delvan	Mineral Point
Kahn, Herbert M.	Appleton
Karls, Hazel Ruth	Kaukauna
Karnopp, Clarence Robert	Almond

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Keller, Gustav J.	Appleton
Keller, Helen	Appleton
Kellman, Forrest Thompson	Galesville
King, Isabel Margaret	Appleton
Kinkel, Ervin E.	Lomira
Klumb, Adela	Appleton
Knapp, Blanche E.	Brandon
Lachmann, Doris Marie	Neenah
Lambert, Alice	Genoa Junction
Lambrecht, Kathryn	Berlin
Lamont, Marion Elizabeth	Lodi
Lawrence, Victor Henry	Mayville
Lawson, Helen Elizabeth	Menasha
Lean, Everett G.	Palmyra
Lee, Harold Willett	Owendale, Mich.
Lee, Thomas Irwin	Mondovi
Leiby, Dallas R.	Marion
Leininger, Vernal Nanda	West DePere
Leverington, Dessa	Warren, Ill.
Lewis, Stephen Harris	Rhineland
Liebermann, Annie	Fort Atkinson
Lindemann, Oscar	Manitowoc
Lindley, Lynette J.	Appleton
Lloyd, Peter J.	Sparta
Lowe, Worthie Jason	Sheboygan
Lowry, Lillian Lucille	North Fond du Lac
Lucas, Gwennola E.	Peshtigo
Lyman, Marjorie Lower	Appleton
Marshall, Earl Henry	Omro
Martin, Leslie	Shawano
Martin, Roland R.	Green Bay
Mashek, Ruth Grace	Kewaunee
Maske, Herbert Carl	New Richmond
Meinecke, Frank Roland	Tomah
Meuli, William	Chippewa Falls
Miller, Lucille Marie	Evansville
Miller, Marion	Cumberland
Molzow, Reinhold	Reeseville
Monat, William Stephen	Chippewa Falls
Morgan, Sadie Alma	Oakfield



Mueller, Helen E.	Neillsville
Muscovitsch, Norman Julius	Omro
McCrary, Lloyd Jennings	Merrill
McCrory, James	Fond du Lac
McElroy, Merton Hamilton	New Richmond
McFetridge, Anne	New Richmond
McGuire, Edward	Richland Center
Mac Innis, Myra Lawrean	Oshkosh
McRae, Donald	Rhineland
Nicholson, Gladys S.	Appleton
Nixon, Fred M.	La Farge
Norton, Charlotte	Chicago, Ill.
Nowak, Joseph Wende	Kewaunee
Nuss, George Allan	DePere
O'Geran, Edward Graeme	Manitowoc
Olson, Carl G.	Clear Lake
Owen, Florence Alma	Oconto Falls
Paff, Marie	Wausau
Pagenkopf, Henry A.	Wausau
Passmore, Osborne	Appleton
Paul, James Olin	Green Bay
Peterman, Harry Arthur	Merrill
Peterson, Helen Myrtle	Mountain
Peterson, Lyndle W.	Shawano
Peterson, Raymond A.	Appleton
Pinkerton, Marcia	Brandon
Piper, Harold August	Racine
Pond, Charles	Wausau
Poundstone, George O'Finnerty	Mellen
Pritchard, William Roy	Randolph
Pugh, Geraldine M.	Racine
Pullen, Richard Woollard	North Fond du Lac
Pynn, Irma Edith	Appleton
Rädke, Frieda	Neillsville
Raether, Nellie L.	Humbird
Reinke, Louis	Hartley, Iowa
Reynolds, Neal	Lodi
Rice, Harry J.	Fond du Lac
Richter, Esther I.	Highland
Richter, William G.	Weyauwega
Riegel, Mrs. L. E.	Neenah

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Riegel, Robert E.	Neenah
Risdon, Helen Inslee	West DePere
Roberts, Rob Roy	Fort Atkinson
Roels, Wesley W.	DePere
Roemer, Mathias J.	Appleton
Root, Wilbur A.	Fond du Lac
Rose, Helen Lucretia	Emmet, Idaho
Ruland, Roy F.	Bangor
Rummie, Marion Alice	Manitowoc
Runquist, Hjalmar Erick	Menominee, Mich.
Samson, Emmett T.	Cameron
Schacht, Roland John	Racine
Schatz, Margaret Arlotta	Randolph
Schlafke, Mildred Henriette	Appleton
Schmidt, Frank W.	Lowell
Schottler, Berenice Barbara	Appleton
Schreiner, Sigred Alette	Westby
Schuessler, Arthur Otto	Fond du Lac
Schulte, Ida Marion	Hancock, Mich.
Schwalbach, Walter James	South Germantown
Seefeld, Esther Edna	Milwaukee
Silvernale, Marion Blanche	Menominee, Mich.
Singleton, Lula Mae	Camp Douglas
Sippel, J. C.	Appleton
Sloat, Theodore L.	Antigo
Smith, Don D.	Milwaukee
Smith, Esther Neriedia	Neenah
Smith, Spencer J.	Bozeman, Mont.
Snow, Margaret Eulolia	Woodman
Sorenson, Ruth A.	Eau Claire
Spindler, Albert	Stratford
Stanelle, Frank Albert	Forest Junction
Stanley, William Lawson	Baraboo
Steininger, George Edwin	Parker, S. Dak.
Stimson, Louise Roë	Cheyenne, Wy.
Strick, William Charles	Hibbing, Minn.
Stump, Fred Ezra	Chippewa Falls
Taylor, Elsie Elizabeth	Whitewater
Taylor, Ruth Maud	Milton
Temby, Joseph Lyell	Eau Claire
Thompson, Anna Marcella	South Kaukauna

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Thoms, Mildred Florence	Appleton
Touton, Forrest C.	Fort Atkinson
Townsend, Elta Louise	Elgin, Ill.
Vander Linden, Martin	Appleton
Verwey, Ruth L.	Menasha
Vincent, Arthur K.	Appleton
Wallman, Otto Fred	Stratford
Ware, Charles C.	Boscobel
Waterpool, William Frederick	Neillsville
Watson, Hannah Willetta	Hill City, Minn.
Weed, Esther Elvira	Plainfield
Wells, Justin Charles	Appleton
West, Lester Byran	Barron
Wetmore, Harley E.	Bloomington
Wharfield, Harold B.	Marshfield
Wheeler, Ethel Merle	Menominee, Mich.
Whitten, Nellie Wallace	Winton, Minn.
Wiggins, Jay Kenneth	Hartford
Williams, Lulu Evaline	Appleton
Williams, Maitland Pape	Antigo
Williams, Ruth Olwen	Cambria
Wishek, Anna Farley	Ashley, N. Dak.
Wishek, Carl Allison	Ashley, N. Dak.
Wood, George G.	Appleton
Woodward, John Paul	Two Harbor, Minn.
Zeigler, Claudine	Warren, Ill.
Zimmerman, Hilmar H.	Kenilworth, Ill.
Zimmerman, Viola	Beaver Dam

*SPECIAL*

Ballard, Rena	Appleton
Blue, Velma	Dale
Buchanan, Annette	Appleton
Clark, Dorothy	Appleton
Erb, Emilie	Appleton
Fisher, Sabina	Hudson
Foster, Thomas	Darlamton, Eng.
Gropp, May L.	Baraboo
Killen, Margaret A.	Appleton
Miller, Allan George	Appleton

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Moyle, Mrs. Fred G.	Appleton
Owens, Gwendolin	Oshkosh
Owens, Naomi	Oshkosh
Schalk, Max W.	Appleton
Szepesi, Alma	Neenah
Patterson, Ruth	Appleton

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## CONSERVATORY STUDENTS

Abraham, Margaret	Appleton
Adsit, Bernice	Appleton
Adsit, Dorothy	Appleton
Alpers, Minnie	Appleton
Baker, Genevieve Frances	Appleton
Baldwin, Mabel	Munising, Mich.
Ballard, Helen	Appleton
Barnes, Frederick Homer	Brooklyn, N. Y.
Barnes, E. Winfred	Brooklyn, N. Y.
Behnke, John Alden	Appleton
Bergman, Bertha	Bark River, Mich.
Blue, Velma	Dale
Boehm, Mrs. E. L.	Wausau
Bohl, Frieda	Appleton
Boyce, Mildred	Oconto Falls
Braden, Lilyan	Terra Haute, Ind.
Bradford, Helen	Appleton
Bradford, Josephine	Appleton
Brenner, Doris	Sparta
Breitrick, Mary	Hortonville
Brown, Malinda	Houghton, Mich.
Buchanan, William	Appleton
Buckmaster, Ethel	Marshfield
Buntrock, Viola	Embarrass
Burns, Gladys	Appleton
Butts, Jay	Mason City, Iowa
Chamberlain, Wm.	Appleton
Choak, Violet	Kansasville
Clifford, Bernice	Appleton
Cochrane, Jessie	Fox Lake
Colby, Florence	Loyal

Corrie, Cone	Shiocton
Cooke, Henry	Kaukauna
Corr, Alice	Juneau
Couillard, Beatrice	Oconto Falls
Craig, Mae	Victoria, Mich.
Curry, Carrie	Darlington
Dake, Alva E.	Medford
Daniels, Marguerite	Seymour
Davidson, Elsie	Hubbell, Mich.
Dean, Harry	Glenwood City
Dean, Mrs. W. H.	Appleton
De Thier, Irene	Appleton
Donner, Helen	Green Bay
Dustrude, Marion	Oconomowoc
Eddy, William	Shelbyville, Ill.
Edwards, Grace	Appleton
Eichhorn, Inez	Sheboygan Falls
Erb, Esther	Appleton
Estvad, Gudrun	Neenah
Fargo, Beth	Kaukauna
Fenton, Dorothy	Kimberly
Fisher, Sabina	Chippewa Falls
Fiske, H. Howland	Green Bay
Flotow, Irene	Appleton
Foley, John Paul	Appleton
Franklin, Esther	Evansville
Gebhardt, Eva	Oshkosh
Gehring, Mildred	Appleton
Gibson, J. Bryan	Appleton
Gibson, Maurine	Des Moines, Iowa
Gibson, Robert	Appleton
Gochnauer, Mrs.	Appleton
Godfirnon, Verna	Appleton
Grandy, Violet	Three Lakes
Griesbach, Wm.	Menasha
Gropp, Mae L.	Baraboo
Guenther, Cora	Appleton
Hackett, Lyle B.	North Freedom
Hackworthy, Clement	Appleton
Hackworthy, Dorothy	Appleton
Hammond, Agnes	Shawano

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Hamm, Bonnie	Mapleton, Minn.
Hanchett, Laveryne	Appleton
Hanson, Ethwell	Neenah
Harker, Eunice	Shullsburg
Harper, Ruth	Appleton
Harriman, Frances	Appleton
Heid, Hildegard	Appleton
Heintz, Hallie	Rice Lake
Helmer, Amy	Duluth, Minn.
Helmer, Elizabeth	Duluth, Minn.
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Hentschell, Ellen	Appleton
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Hill, Geraldine	Crystal Falls, Mich.
Hill, Lucile	Mauston
Hoepfer, Ruth	Wausau
Hoh, Oscar	Appleton
Hooper, Eva Clarinda	Palmyra
Hornbeck, William	Appleton
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Hoyt, Madge	Kaukauna
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Hunt, Marion	Greenwood
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Krueger, Roland	Reeseville



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Ornstein, Henrietta	Appleton
Owen, Florence	Oconto Falls
Packard, Lorna	Appleton
Paff, Marie	Wausau

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Payer, Hazel	Appleton
Pendell, Ruth	Bangor
Peterson, Esther	Appleton
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Preston, Daniel	Bangor
Ramsey, Marion	Oconto
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Retz, Bertha	Terre Haute, Ind.
Richardson, Katherine	Appleton
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Rick, Agatha	Augusta
Riegel, Robert	Neenah
Rossmeissel, Evangeline	Appleton
Rowell, Ellen	Appleton
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Ruland, Roy	Bangor
Ruder, Paula	Wausau
Rule, Anna Mae	Iron Mountain, Mich.
Ryan, Rose	Appleton
Saeman, Blanche	Adel
Schumacker, Ella	Appleton
Schumaker, Ruth	Appleton
Schulte, Loraine	Dollar Bay, Mich.
Scott, Florence •	Hancock
Seefeld, Edna	Milwaukee
Sherman, Fern	Appleton
Sherman, Marion	Neenah
Siddons, Grace	Appleton
Simmons, Mrs. G. B.	Oshkosh
Sindahl, Lilly	Neenah
Slaughter, Mary	Ephraim
Smith, Helen	Beaver Dam
Smith, Janette	Appleton
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Spencer, Mrs. M. L.	Appleton
Stair, Ruth	Brodhead
Steininger, Geo.	Parker, S. D.
Stimson, Louise	Cheyenne, Wyo.
Taylor, Elsie	Whitewater

Taylor, Jessie	Whitewater
Te Linde, Velma	Waupun
Thiessen, Sadie	Poynette
Thompson, Marcella	Kaukauna
Torrey, Florence	Appleton
Torrey, Donald	Hortonville
Torson, Agnes	Whitehall
Towne, Celia	Waupun
Townsend, Elta	Elgin, Ill.
Trembath, Merle	Escanaba, Mich.
Utz, Elizabeth	Appleton
Van Buren, Marion	Appleton
Vick, Amanda	Elkhart Lake
Vincent, Arthur	Appleton
Voecks, Lucile	Appleton
Voigt, John	Appleton
Vosser, Viola	Appleton
Wada, Elsie	Neenah
Weed, Esther	Plainfield
Wells, Justin	Appleton
Wetmore, Harley	Bloomington
Whippler, Elizabeth	Appleton
Whitmore, Ethel	Menasha
Wichman, Earl	Appleton
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Willis, Percy M.	Neenah
Willson, Harry	Appleton
Willson, Loretta	Appleton
Wilkinson, Ruth	Shullsburg
Wing, Bonnie	Appleton
Wing, Eleanor	Appleton
Wink, Frieda	Dorchester
Wipperman, Hildegard	Shawano
Wishek, Anna	Ashley, N. Dak.
Wright, Hanford	Appleton
Zachow, Anna Clare	Shawano
Zeigle, Claudine	Warren, Ill.
Zimmerman, Hilmar	Kenilworth, Ill.
Zimmerman, Viola	Beaver Dam

## DEGREES CONFERRED IN 1915.

### MASTER OF ARTS

Laverne W. Brooks	Fred George Dickerson
Raymond N. Ketchum	Marian Sophia McCray

### BACHELOR OF ARTS

#### *Summa Cum Laude*

Raymond Bert Cramer	Elsie Esther Kopplin
---------------------	----------------------

#### *Magna Cum Laude*

Alice Cameron Feldt	William Arthur Jennings
Marjorie Mae Sweetman	

#### *Cum Laude*

Katheryn Florence Beach	Hannah Benyas
Hester Lucretia Cotton	Willard Stanley Ford
Florence Emily Fell	Emma Christene Harper
Donna Hazel Johns	Hugh Alexander Misdall
Bertha May Morse	Lionel Abney Whiston

---

Harold Olav Bach	Milton Samuel Boase
Adelbert George Bouchard	William Robert Bruce
Reginald Caves	Camille Coumbe
George Kont Eggleston	Irma Cassandra Erb
Ethel Marie Frawley	Lela Annette Goble
Laura Lavinia Godfrey	Dorothy Mary Gregory
Frances Marguerite Hogg	Inez Hooper
Edith Helen Hornibrook	

Ida Mae Humble	Lewis John Kellner
Lucile Marcy	Ella May Martin
Chase Frederick Mix	Ludwig Grant Nigh
Frederick Logan McCleneghan	
Jessie Mae Oberdorfer	Stella Ruth O'Brien
Lawrence Jacob O'Rourke	Olive Otto
Carrie Serena Peckham	Josephine Peck
Ethel Sherman	Mariem Smith
Minnie Smith	Mary Jane Stiles
Lauren Edgar Tichenor	Walter Tippet
Earl C. Van Dusen	Wallace Leo Velte
Arno Edward Wentz	Robert Lloyd Watson

**DEGREES CONFERRED (Continued)***BACHELOR OF PHILOSOPHY*

Edith Stuart

*BACHELOR OF ORATORY*

Oleda Schrottky

**DEPARTMENTAL HONORS**

---

*RELIGION*

Raymond Bert Cramer

*PHILOSOPHY*

William Arthur Jennings

Lionel Abney Whiston

**GRADUATES IN THE CONSERVATORY  
OF MUSIC**

---

*BACHELOR OF MUSIC**Voice*

David Unruh

*POSTGRADUATE PIANO*

Miriam Jones

Alta Agner

*SENIOR PIANO*

Geraldine Hill

Lilyan Braden

Beulah Sindahl

Merle Trembath

Irene Albrecht

Flo Perry

Eva Jersild

*SENIOR VOICE*

Ruth Harper

Carl McKee

Raymond Greene

## PRIZES.

### *J. T. Lewis Prize*

Highest Scholarship 1914-1915	- -	Anna Dean Kellman
Honorable Mention	- - - -	Elsie Esther Kopplin

### *Charles E. Tichenor Prize*

#### English Literature

- |                     |                            |
|---------------------|----------------------------|
| 1. Bertha May Morse | 2. Katheryn Florence Beach |
|---------------------|----------------------------|

### *J. G. Vaughan Mission Prize*

#### Daniel Hogan

### *Alexander Reid Prize*

Essay . . . . .	Dorothy Mary Gregory
-----------------	----------------------

### *Ralph E. White Prize*

#### Mathematics

- |                    |                     |
|--------------------|---------------------|
| 1. Emma Eliza Hall | 2. Anna Louise Hirt |
|--------------------|---------------------|

### *John Hicks Prize*

Composition . . . . .	No Award
-----------------------	----------

### *John McNaughton Prize*

Latin . . . . .	Freda Naomi Glaser
-----------------	--------------------

### *George F. Peabody Prize*

Latin . . . . .	Evelyn Josephine Schulte
-----------------	--------------------------

### *Wright Latin Prizes*

- |                   |                  |
|-------------------|------------------|
| 1. Mildred Silver | 2. Hannah Benyas |
|-------------------|------------------|

### *Herman Erb Prize*

#### German

- |                     |                           |
|---------------------|---------------------------|
| 1. Bertha Elma Hirt | 2. Olive Katherine Chapin |
|---------------------|---------------------------|

### *University of Wisconsin Scholarship*

#### Rose Hargrave

### *Freshman Oratorical Contest*

- |                            |                 |
|----------------------------|-----------------|
| 1. Robert William Hambrook | 2. Paul Vincent |
|----------------------------|-----------------|



**PRIZES (Continued)***President's Prize Contest*

## Declamation .

1. Richard L. Hardy

2. Milton J. Sliter

*Wettengel Interclass Oratorical Contest*

Richard L. Hardy

*Fred Felix Wettengel Prizes*

## Wettengel Distinctive Forensic "L" Prize

1. Willard Stanley Ford

2. Albert Leonard Franzke

## Wettengel Double Honor "L" Prize

Norman Cawley

## Wettengel Forensic "L"

Peter Mihelchech

Earl Carlyle MacInnis

John Lawrence Moody

David O. Anderson

Richard Hardy

**SCHOLARSHIPS.**

---

*Samuel A. Jones Scholarship*

Elmer Julius Abrahamson

*Lyman A. Jones Scholarship*

William Robert Bruce

*Helen Fairfield Naylor Scholarship*

Alice Ruth Skewes

*John C. McMullen Scholarship*

Adelbert George Bouchard

*Norman E. Brokaw Scholarship*

Katherine Louise Smith

*Lawrence Scholarship*

Mary Eleanor Metcalf

## ALL COLLEGE CLUB

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Vice President, Robert J. Smith      Secretary, Zella Keene

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# Lawrence College Bulletin

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## The Catalogue

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—————OF—————

LAWRENCE COLLEGE

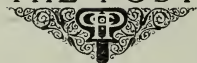
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THE POST



APPLETON WISCONSIN

## CORRESPONDENCE

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While correspondence directed to Lawrence College will reach the proper department, to avoid delay and confusion correspondents are requested to note the following directions:

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2. Correspondence concerning the Conservatory of Music should be addressed to the Dean of the Lawrence Conservatory of Music;

3. Correspondence concerning rooms at Ormsby Hall should be directed to the Matron of Ormsby Hall;

4. Correspondence concerning rooms at Russell Sage Hall should be directed to the Matron of Russell Sage Hall.

5. Correspondence concerning rooms at Brokaw Hall should be directed to the Matron of Brokaw Hall;

6. Correspondence upon general matters of business should be addressed to Lawrence College.



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**CALENDAR**

1917-1918

March 20      Tuesday      4:30 P.M. Recitations close.

**SPRING RECESS**

March 28      Wednesday      8:00 A.M. Recitations resumed.

April 7      Saturday      Mid-Semester examination.

May 30      Wednesday      Decoration Day.

June 4-11      Final Examinations.

June 7      Thursday      8:00 P.M. Open Air Play.

June 8      Friday      8:00 P.M. Freshman Oratorical Contest.

June 9      Saturday      3:30 P.M. Junior Piano Recital.  
8:00 P.M. President's Prize Contest.

June 10      Sunday      9:30 A.M. Commencement devotional service.

10:30 A.M. Sermon before the religious Societies.

8:00 P.M. Baccalaureate Sermon.

June 11      Monday      2:00 P.M. Class Day exercises.

2:00 P.M. Joint meeting of the Board of Trustees and Visitors.

4:30 P.M. Reunions of the Literary Societies,

8:00 P.M. Commencement of the Conservatory of Music.

June 12      Tuesday      9:30 A.M. Phi Beta Kappa business meeting.

10:30 A.M. Phi Beta Kappa Oration.

12:30 P.M. Alumni Luncheon.

2:00 P.M. Alumni Reunion.

June 13      Wednesday      10:30 A.M. Commencement exercises.

1:00 P.M. Commencement banquet.

SUMMER VACATION

September 10	Monday		Examination in English for all Freshmen.
September 11	Tuesday	2:00 P.M.	Examinations for admission.
September 11-12	Tuesday and Wednesday		Registration days.
September 12	Wednesday	8:00 A.M.	First semester begins.
September 18	Tuesday		All-College Day.
November 10	Saturday	9:00 A.M.	Mid-semester examinations.
November 28	Wednesday	4:30 P.M.	Thanksgiving recess begins.
December 3	Monday	8:00 A.M.	Thanksgiving recess closes.
December 19	Wednesday	4:30 P.M.	Recitations close.

CHRISTMAS RECESS

January 3	Thursday	8:00 A.M.	Recitations resumed.
January 21-28			Final Examinations.
January 28	Monday	5:00 P.M.	First semester closes.
January 29-30	Tuesday and Wednesday		Registration days.
January 30	Wednesday		Second semester begins.
March 20-27			Spring recess.
May 30	Thursday		Decoration Day.
June 6-12			Commencement Week.

## LAWRENCE COLLEGE

### Historical Statement

In the year of 1846 the Honorable Amos A. Lawrence, of Boston, Massachusetts, made a proposition to Rev. William Sampson, presiding elder of the Fond du Lac District of the Rock River Conference of the Methodist Episcopal Church, stating that he would give \$10,000 for the establishment of a literary institution in Wisconsin, if a similar sum could be raised within the territory. He further stipulated that no sectarian instruction should be given by the proposed institution, that at least a minority of the trustees must represent different denominations, and that the work must be carried on according to a plan "sufficiently broad to develop the scholar."

Mr. Sampson reported the proposition to the Rock River Conference at its next session, and was authorized to take steps at once to consummate the arrangement. In December a charter was drawn up, and the following January its passage through the legislature was secured. The institution, receiving its name from the principal donor, was called Lawrence Institute of Wisconsin.

A committee was appointed to select a location, and decided to accept an offer made by George W. Lawe and John F. Meade, both of Kaukauna, Wisconsin, of sixty-two acres of land on the Fox River in Grand Chute.

The charter provided for the organization of a college with authority to confer all the degrees that were conferred by similar institutions in the United States. The trustees, however, at first undertook only the es-



tablishment of the academic department. Under this organization the institution was opened for instruction on November 12, 1849, with Rev. William H. Sampson as principal.

By this time, it appears, the conviction had grown that a larger work lay before the school, and the charter was amended so that the name was changed from Lawrence Institute to Lawrence University.

The organization of the college department was not completed until 1853, although opportunity to take college studies had already been provided. At this time the present College Hall was erected, which was then one of the largest and best college buildings in the West. Rev. Edward Cooke, A.M., of Boston, Massachusetts, was elected president. In 1853 an active canvass for \$100,000 was undertaken, but was only in part successful. Five years later a school of civil engineering was opened, with state aid, but after being continued until 1863, was abandoned.

Since that time the college has steadily grown in strength, receiving additions to its endowment from time to time and adding, as means were provided, to its equipment.

Ormsby Hall, the gift largely of Mr. D. G. Ormsby and wife, was erected in 1889 and enlarged in 1906; the Observatory, contributed by the citizens of Appleton in 1892; Stephenson Hall of Science, named after the principal donor, Honorable Isaac Stephenson, in 1899; the athletic field, purchased in 1900; the Alexander Gymnasium, largely the gift of L. M. Alexander, in 1901; the library, presented by Andrew Carnegie, in 1905; the heating plant, in 1903; the Ormsby Annex,

purchased in 1902, and the Hall of Music in 1906; Peabody Recital Hall, erected in 1909 by George F. Peabody and Mrs. Emma Peabody Harper; Brokaw Hall, in 1910; Peabody Home and Smith Home, in 1914; Russell Sage Hall in 1916.

The principal donors to the college have been: Amos A. Lawrence, of Boston, Massachusetts; Samuel Appleton, Boston, Massachusetts; Philetus Sawyer, Oshkosh, Wisconsin; Charles Paine, Oshkosh, Wisconsin; Robert McMillan, Oshkosh, Wisconsin; John H. Van Dyke, Milwaukee, Wisconsin; L. M. Alexander and wife, Port Edwards, Wisconsin; William Drown, Beaver Dam, Wisconsin; Mrs. John Edwards, Port Edwards, Wisconsin; Samuel Jones, Natick, Massachusetts; Isaac Stephenson, Marinette, Wisconsin; E. M. Beach, Waupun, Wisconsin; Andrew Carnegie, New York; Mr. and Mrs. N. K. Brokaw, Appleton, Wisconsin; E. A. Edmonds, San Diego, California; Miss Florence Child, Edgerton, Wisconsin; Mr. John McNaughton, Appleton, Wisconsin; Mr. and Mrs. Judson G. Rosebush, Appleton, Wisconsin; Isaac Wing, Bayfield, Wisconsin; Lee Claflin, Boston, Massachusetts; Rev. Robert Ingraham, Fond du Lac, Wisconsin; H. E. Miles, Racine, Wisconsin; W. H. Hatten, New London, Wisconsin; George F. Peabody, Appleton, Wisconsin; E. B. Garton, Sheboygan, Wisconsin; Mrs. Emily Witter, Grand Rapids, Wisconsin; the General Education Board New York; and Mrs. Russell Sage, New York.

## Chronology

1846—Proposition made by Amos A. Lawrence of Boston to establish an institution of higher learning in northern Wisconsin; location of the institution selected.

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- 1847—Charter of Lawrence Institute secured from the legislature of the Territory of Wisconsin.
- 1849—Rev. William H. Sampson made principal of Lawrence Institute.  
First building completed and instruction begun.  
Corporate name changed from Lawrence Institute to Lawrence University of Wisconsin.
- 1850—Development of the museum begun.  
First literary society established.  
Gift of \$10,000 for a library, by Samuel Appleton, of Boston.
- 1853—College work begun and freshman class registered.  
Rev. Edward Cooke, D.D., Boston, Massachusetts, elected first president.  
College Hall dedicated and class work transferred to the new building.  
Philalathean Literary Society organized.
- 1855—Phoenix Literary Society established.  
First building destroyed by fire.
- 1857—First class graduated from collegiate department.  
The sale of one thousand perpetual scholarships of \$50 each.
- 1859—Rev. Russell D. Mason elected president.
- 1860-62—College relieved of heavy debt and endowment begun by the generosity of Lee Claflin and Amos A. Lawrence of Boston, Governor Stone of Connecticut, Governor Seymour of New York, and other friends of education.
- 1865—Rev. George M. Steele, D.D., elected president.  
Lewis Prize established.
- 1866—President's Prize and University Prize established.  
Centennial endowment fund of \$50,000 raised.
- 1868—*Collegian*, first college paper published in Wisconsin, established.
- 1870—Lawrean Literary Society founded.
- 1877—Brooks Prize established.
- 1879—Rev. Elias Dewitt Huntley, D.D., elected president.
- 1881—House for the president erected.  
Y. M. C. A. established.
- 1883—Rev. Bradford P. Raymond, D.D., of the class of 1870, elected president.
- 1884—Y. W. C. A. established.
- 1885—C. N. Paine bequest of \$50,000 to endow the Chair of the President received.

- 1886—Tichenor Prize established.
- 1889—Rev. Charles W. Gallagher, D.D., elected president.  
Ormsby Hall erected.  
First student *Handbook* published.  
Samuel Jones Scholarship founded.
- 1891—Conchological cabinet of Dr. Brown purchased for the museum.  
Bequest of William Drown received.
- 1892—Underwood Observatory erected.
- 1893—Hicks Prize established.  
The *Columbian* published.
- 1894—Rev. Samuel Plantz, Ph.D., LL.D., class of 1880, elected president.  
Peruvian antiquities contributed by Honorable John Hicks.
- 1895—The *Messenger* published.
- 1896—Endowment effort for \$100,000 successfully completed.  
Chairs of chemistry, physics, and English literature endowed.
- 1897—First *Arict* issued.  
Theta Phi Fraternity organized.
- 1898—Stephenson Hall of Science erected.
- 1900—McNaughton and Peabody Latin prizes established.  
Athletic field purchased.  
Lawrence *Bulletin* published.
- 1901—Alexander Gymnasium erected.
- 1902—Ormsby Annex purchased.  
Hiram A. Jones Latin Library established.  
Kappa Upsilon Sorority organized.  
Beta Sigma Phi Fraternity organized.
- 1903—Heating plant built.  
Chair of Biblical Literature endowed.  
Alpha Gamma Phi Sorority organized.  
Theta Gamma Delta Sorority organized.  
Delta Iota Fraternity organized.
- 1904—Alpha Delta Pi Sorority, Theta Chapter, organized.  
Endowment Fund of \$50,000 secured.
- 1905—Library erected by gift of Andrew Carnegie.  
*Alumni Record* published.  
Lawrence placed on accredited list of the Carnegie Foundation.
- 1906—Conservatory of Music purchased.  
Ormsby Hall enlarged.  
J. C. McMullen Scholarship founded.

- 
- 1907—Gift from the General Education Board received and \$250,000 raised for endowment.  
Euphronia Literary Society established.
- 1908—Name changed from Lawrence University to Lawrence College.  
Helen Fairfield Naylor Scholarship endowed.  
Academy discontinued.  
Student self-government introduced.
- 1909—Peabody Hall erected.  
Student council organized.  
Sigma Tau Nu Fraternity organized.
- 1910—Brokaw Hall erected.  
Euphronia Literary Society united with the Phoenix.  
The Mace, honorary senior society for men, organized.  
Alexander Reid Scholarship founded.
- 1911—Chair of art history and social esthetics established.  
Tau Kappa Alpha installed.  
Fred Felix Wettengel prizes established.
- 1912—Endowment Fund of \$100,000 raised.  
Chair of economics endowed.  
Herman Erb prizes and German Library founded.  
Ralph E. White Mathematical Prize given.  
Membership in the Association of Collegiate Alumnae granted.
- 1913—\$100,000 added to endowment.  
\$18,000 raised to wipe out indebtedness.  
A. L. Smith property purchased.  
Theta Alpha, honorary senior society for women, organized.  
Phi Beta Kappa installed.
- 1914—Phi Mu Sorority established.  
George F. Peabody property purchased and remodeled for dormitory.  
Chair of Missions and Comparative Religions endowed.  
Bequest of \$12,500 from Mrs. Emily Witter of Grand Rapids, Wis., received.  
The Louis K. McClymonds Scholarship founded.  
Sigma Tau Nu Fraternity made a chapter of Sigma Phi Epsilon.
- 1915—Kappa Alpha Theta sorority established.  
Delta Gamma sorority established.  
Second Alumni Record published.  
Lawrence Alumnus established.
- 1916—Gift of \$100,000 from Mrs. Russell Sage for Sage Hall received.  
A. W. Patten property purchased as site for chapel.  
Chair of Commerce established.  
Phi Kappa Alpha fraternity established.

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ATHLETIC BOARD—Professor Custer.

ATHLETICS—Professors Custer, Naylor, Evans, Kinsman.

CATALOGUE—President Plantz, Professors Dudley, Trever, Fairfield.

CHAPEL ATTENDANCE—Professor Baker.

CHRISTIAN WORK—Professors Naylor, Vaughan, Housel.

COMMENCEMENT—Professors Lymer, Bagg, Evans.

CURRICULUM—Professors Treat, Lymer, Custer, Farley, Trever.

DELINQUENT STUDENTS—President Plantz, Professors Farley, Trever, Kinsman.

DISCIPLINE—President Plantz, Professors Treat, Naylor, Spencer, Housel.

ENTERTAINMENTS—Professors Evans, Eddy, Dupler, Macnaughton, Keeney.

ENTRANCE CREDITS—Professors Youtz, Rogers and Mr. Mead.

LIBRARY—President Plantz, Professors Mullenix, Bagg, Baker, Miss Smith.

ORATORY AND DEBATE—Professors Orr, Farley, Kinsman, Reittel.

SCHEDULE AND SEATING—Mr. Mead, Mr. Donehoo.

SCHOOL VISITATION—President Plantz, Professors Vaughan, Naylor, Rogers.

SOCIETIES AND FRATERNITIES—Professors Farley, Trever, Fairfield, Custer, Macnaughton.

STUDENT ADVISERS—President Plantz, Professors Bagg, Baker, Custer, Fairfield, Farley, Kinsman, Lymer, Mullenix, Naylor, Rogers, Treat, Trever, Wright, Youtz.

STUDENT EMPLOYMENT—Professors Vaughan, Dupler.

TEACHERS' APPOINTMENTS—Professors Treat, Rogers.

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## GENERAL INFORMATION

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### Location and Equipment

Lawrence College is situated at Appleton, Outagamie County, Wisconsin, on a bluff overlooking the Fox River. There is railway connection with all parts of the state. The Chicago and North-Western, both Fond du Lac and Ashland divisions, and the Chicago, Milwaukee and St. Paul railroads pass through the city, making close connection with the Soo, the Green Bay and Western, and the St. Paul and Omaha lines. The new Green Bay and Northern railroad now in process of construction, will probably reach Appleton in the near future. There are electric railroad connections with Green Bay, Fond du Lac, and intermediate points, and it is expected that the Fond du Lac line will be extended soon to Milwaukee.

The city of Appleton, with a population of over 17,000, is widely known for its natural beauty and prosperity. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also healthfulness to the location. It is a city of schools, churches, and other institutions belonging to a well organized community. Few cities of its size afford equal musical and literary advantages, and few can boast so intelligent a people.

Appleton is an ideal college location; for it has the advantages of city life without the distractions and temptations of a great metropolis. Its semi-rural surroundings and the thoughtful, stimulating atmosphere of the community secure the seclusion and quiet so valuable to student life, while at the same time the

city is large enough to be visited by the best talent in the country.

### **Campus**

The campus is ideally located, being situated on the north bank of the Fox, where the business and residence sections join. It is within two blocks of the beautiful city park, within three blocks of the public library, and within three blocks of the principal protestant churches. The campus is covered with great elms and oaks and is well set with shrubbery; it is threaded with cement walks, and is regarded as exceptionally attractive. The trustees have recently extended it to the east and west by the purchase of adjacent properties. The buildings are for the most part located on the brow of a bluff that rises nearly a hundred feet above the river.

### **Athletic Field**

The college owns an athletic field of about four acres, located some blocks to the northeast of the campus, but within easy walking distance. It is on the interurban electric line between Appleton and Kaukauna, and within a block of the city line. It is an excellent field for outdoor sports, and has been provided with a grandstand, bleachers, and a cinder running track.

### **Buildings**

**The College Hall.**—This building is a substantial stone edifice four stories in height. It is in the classic style of architecture, and is admirable in its harmonious proportions and imposing appearance. It is practically covered with a magnificent ivy of many years growth. It was erected in 1853, and was for some years

the largest and best college building in the West. It contains lecture rooms for work in language, history, literature, politics, and philosophy, a commodious chapel, and the halls of the men's literary societies.

**Stephenson Hall of Science.**—This building is named for the Honorable Isaac Stephenson of Marinette, who gave the largest subscription towards its erection. It was built in 1899 and is in the English-classical style of architecture. It is constructed of gray pressed brick and Bedford sandstone, and, including the basement, all of which is used for laboratory purposes, is four stories in height. It contains over sixty rooms, including offices for the professors, lecture rooms, large and small laboratories, a photographic room, several dark rooms, spectroscope and constant temperature rooms, a shop for the repair of apparatus, a conservatory for growing botanical specimens, store rooms, and an extensive museum. It is fitted with all the devices and conveniences that experience has found to be desirable and is admirably adapted to the use for which it was designed.

**Carnegie Library.**—The erection of a library was made possible in 1905 by a gift of \$54,000 from Mr. Andrew Carnegie. The building, completed in the following year, is seventy by a hundred feet, of gray pressed brick and Bedford sandstone, two stories in height, and much admired as an excellent specimen of modern classic architecture. The basement contains an unpacking room, a repair room, a magazine room, and two lecture rooms. On the first floor are a large reading room, a periodical room, a reference room, a cataloguing room, the librarian's office, and a stack room. The second floor contains five seminar rooms

and a lecture room that will seat two hundred people. The stack room and wall space of the reading and reference rooms will accommodate about 100,000 volumes. The library is provided with vaults, dust flues, speaking tubes, book elevators to seminar rooms, and all the devices of the best modern library construction. The stack room is fire-proof. The interior of the library is finished in quartered oak, and the furniture has been designed to correspond in quality and style with the interior.

**Alexander Gymnasium.**—This building, erected in 1901, is named after Mr. L. M. Alexander, the principal donor. It is one hundred by seventy-five feet, and contains a large gymnasium room one hundred by fifty feet, surrounded by a gallery that serves as a running track. Besides this room, there are two offices, an apparatus room, a trophy room, a small assembly room, locker rooms, measuring rooms, bath rooms for both men and women, a swimming pool, and bowling alley. The building is modern in its appointments and well adapted to the purpose for which it was erected.

**The Observatory.**—The Observatory was erected in 1892, and was largely the gift of citizens of Appleton. It is an excellent two-story building, devoted to the use of the astronomical and mathematical departments. It contains a large lecture room and transit, computation, and library rooms. It is equipped with a transit-circle, a ten-inch telescope, a spectroscope, a chronograph, sidereal and mean time Howard clocks, and other valuable instruments. Throughout the school year, with the exception of the winter months, the Observatory is open to visitors every Wednesday evening from eight to nine o'clock. Special arrange-



ments may be made by high schools or out-of-town parties.

**Ormsby Hall.**—Ormsby Hall, the gift in large part of the late D. G. Ormsby, of Milwaukee, is a beautiful stone and brick building used as a dormitory for women. It was originally erected in 1889, but was rebuilt and enlarged in 1906. It is heated by steam, lighted by electricity, and is provided with all modern improvements and conveniences. It contains dormitory rooms sufficient to accommodate 130 women, large and beautiful parlors, rooms for the matron, the dean of women, and the resident teachers, hospital rooms, a very commodious dining-room that will seat 175 persons, and other rooms usually found in such a structure.

**Ormsby Annex.**—This building adjoins Ormsby Hall and provides additional dormitory accommodations. It is heated by steam, lighted by electricity, and has all modern conveniences.

**Russell Sage Dormitory.**—This is a new building to be used as an additional dormitory for women. Its erection was made possible by a gift of \$100,000 by Mrs. Russell Sage of New York in memory of her husband after whom the building is named. It is built in the colonial style of architecture, is constructed of native stone, and is so located that many of the rooms overlook the Fox river. The building has beautiful and extensive parlors, rooms for the dean and matron, an infirmary, guest room, a dining room capable of seating two hundred, a recreation room, and sixty single and forty double rooms for students. It is of fire proof construction, has a passenger elevator,



is heated by steam from a central plant, is lighted by electricity, and has all modern conveniences. It is a fine addition to the college plant and will provide a most desirable home for one hundred and fifty students.

**Brokaw Hall.**—Brokaw Hall, located on the west side of the campus and named after the late Norman H. Brokaw, a former trustee of Lawrence, is an imposing stone building erected in 1910 and designed to serve as the headquarters of the Y. M. C. A. and as a dormitory for men. It is one hundred forty-five feet long by sixty broad, with four stories and a basement. The building has a large lobby thirty-six by sixty feet, an assembly hall capable of seating three hundred, a secretary's room, a reception room, a cafeteria and a dining-room, rooms for the resident professor and for the matron, hospital rooms, and dormitory rooms for 126 men.

**Peabody Home.**—This building is the home of the late George F. Peabody from which it receives its name. It has extensive and beautiful grounds. The past year the house was rebuilt and enlarged so as to provide dormitory accommodations for forty-eight men. The rooms are large and attractive, the building is connected with the central heating plant and it has all modern conveniences.

**The Chapel.**—The chapel has been repeatedly announced as a probability, but circumstances have postponed its erection. It is now practically assured that its construction will begin the coming summer. Over forty thousand dollars are subscribed for the purpose, and an active campaign is to be undertaken in February to complete the fund.

**Peabody Hall.**—Peabody Hall, the gift of the late George F. Peabody, of Appleton, is a beautiful stone building that was erected in 1909. It is the administration building of the Conservatory of Music and contains the offices, reception rooms, and studios of the different professors, a lecture room, and a recital hall that will seat four hundred people. The building is well arranged, and well equipped with musical instruments.

**Music Practice Building.**—In 1906 the trustees purchased for the Conservatory a commodious building which has been used as a practice building since the erection of Peabody Hall. It contains a large number of rooms and is well equipped. This building, with Peabody Hall described above, provides superior accommodations for the department of music.

**President's House.**—An excellent residence has been erected on the college grounds for the use of the president.

**Heating Plant.**—The college owns a central heating plant, by means of which the different buildings are heated.

## Libraries

**The College Library.**—The library is housed in the building erected in 1906 by the generosity of Mr. Andrew Carnegie, and provides superior accommodations for library work. It was endowed in 1850 by Samuel Appleton, of Boston, Massachusetts, who gave \$10,000 for its support. By judicious investment this gift has been increased to about \$20,000. The income from this fund, the money received from a student library fee, the profits from the college book-store, to-

gether with special appropriations made by the trustees, maintain the library. Appropriations are also made occasionally from the general funds. The library is arranged according to the Dewey decimal classification; it contains over 32,000 books and 9,000 pamphlets and has an excellent subject and author card catalogue. It is open throughout the day, including Saturday. The librarian and her assistants are always ready to render any possible assistance to inquirers. The use of the library is extended to persons in the city of Appleton who comply with certain necessary conditions. Free access to the shelves of the reference room is permitted.

The reading room is large and attractive, and is supplied with the best foreign and American periodicals.

The College especially solicits gifts of books, pamphlets, and scientific papers from the graduates of the institution and from its friends.

**The Jones Memorial Latin Library.**—This library was established in memory of the late Professor Hiram A. Jones, who for forty-four years held the chair of Latin. It adjoins the Latin lecture room, and by the generosity of friends and former students, has been beautifully fitted up. It contains about 1,200 volumes of reference works, and is open to advanced students of the Latin department.

**Department Libraries** are provided for most of the departments, especially those of German, mathematics, chemistry, physics, biology, and geology.

**The Free Public Library** of the city of Appleton, within three blocks of the college, is open to the use of students. It contains over 12,000 volumes.

## Museum

**The Museum** is located on the fourth story of the Stephenson Hall of Science. The collections, arranged with special reference to educational use, are accessible to students. The natural history collection covers a wide range and is exceptionally complete, especially in the collections of corals, sponges, echinoderms, shells, birds, algae, fungi, lichens, mosses, and ferns, both native and foreign.

The herbarium comprises several thousand specimens representing the flora of the state of various parts of the United States, and of foreign countries. A valuable addition has been made to the herbarium by the gift of Mr. A. D. Ackerman of Appleton.

The mineralogical collection is especially good and extended, and has many rare specimens secured by gift and purchase.

The paleontological collection is large and contains specimens representing the various geological horizons, some of which are very rare and valuable. Those of the coal measures are especially fine and complete.

Some years ago the college purchased the conchological collection of the late Dr. Henry Brown, which is one of the most extensive collections of the kind owned by any college in the United States. The anthropological collection contains a variety of relics and specimens obtained from the various countries. The collection illustrative of the civilization of the Incas is especially complete. It has been enriched from time to time by gifts of friends and alumni living in various parts of the world, especially those in mission fields.

There is a special alcove set apart for the relics of American history, which contains a number of valuable specimens.

The Museum has the nucleus of a collection of American curios, which it is desired may be increased by other donations.

A collection of some 3000 Indian arrow points and implements from the Fox River Valley has been loaned Lawrence College and is on exhibition. A series of building and ornamental stones from the various quarries in Wisconsin is being collected and a portion of it is now shown in the Geological Department. A complete series of rock types of the Lake Superior region has been donated the museum.

## **Natural Science Laboratories and Equipment.**

**The Chemical Laboratories.**—The chemical department occupies the basement and first floors of the west half of the Stephenson Hall of Science.

On the basement floor is a laboratory for general inorganic chemistry, fitted with desks and lockers for sixty-four students, each desk equipped with gas, water, and all needed apparatus for the first-year course. Adjoining this laboratory and opening into it is a balance room, fitted with agate-bearing balances for use in general chemistry. The general supply room for this department opens into this laboratory. On this same floor are located a laboratory for qualitative analysis, with desks for sixty students, a room for organic combustions with combustion and bomb furnaces, a room for the fire assay of ores and electrolytic analysis, equipped with a gasoline assay fur-



nace and electrolytic apparatus. Separated from the laboratories is a room for water, food, and gas analysis, with adequate equipment for necessary work in these lines.

On the first floor are located the lecture room, especially well lighted and fitted with raised seats; a laboratory for analytical, and organic chemistry, accommodating forty-eight students, with an adjoining reference library room; a balance room containing among other balances, several high grade chemical balances of the Staudinger and Becker types, a barometer, and a case filled with material for the purpose of illustration in the lectures; a private laboratory for the instructor; a spectroscopic and polarimeter dark room containing a Kruss spectroscope, a Frick polarimeter and saccharimeter, and other apparatus necessary for these lines of work. All the laboratories are provided with large hoods covering each section of desks, all connected with a sixty-inch, steel-plate, electrically-propelled fan for complete removal of fumes during work hours. The general equipment is adequate for special lecture demonstrations, and the supply room is furnished with refined chemicals and apparatus for analytical, organic, or research work.

**The Physical Laboratories.**—The rooms available for the work in physics are situated on the first and second floors of the Stephenson Hall of Science. On the first floor are a large laboratory, a small laboratory, a constant temperature room, a dynamo and motor room which is also used as a laboratory, a large dark room, a storage-battery room, a magnetic laboratory, and a good shop.

On the second floor is situated a well furnished reci-

tation room, equipped with gas, electric light, water and steam supply, Colt projection lantern, curtains for darkening the room, etc. On this floor, too, are the office, photographic dark room, the photometry room, balance room, departmental library room, one large and two small laboratories, and the apparatus room.

The department is well supplied with high grade apparatus from the shops of leading manufacturers, both domestic and foreign.

The library is modern, and from time to time additions are being made of those books that are most valuable for the students' work.

**Biological Laboratories.**—The rooms of the departments of botany and zoology are located on the second floor of the science building. They include a large and well equipped lecture room, the offices and private laboratories of the professors of botany and zoology, a large botanical and large zoological laboratory for the more fundamental courses, smaller laboratories for the more advanced courses, preparation rooms, store rooms, and dark rooms for photography. Adequate aquaria and vivaria are provided for keeping and studying various types of living plants and animals. The laboratories are well lighted by a north exposure, and are adequately equipped with microscopes and other apparatus essential to successful work. The tables and other laboratory furnishings are of the most modern and approved type, each student being provided with his own desk and locker, and all instruments and apparatus necessary for individual work. The departments are equipped with microtomes, incubators, paraffin baths, ovens, sterilizers, and other apparatus necessary for work in histology and



bacteriology; a large and growing collection of microscope and stereopticon slides; projection apparatus for microscope and lantern slides; and a valuable and growing collection of charts and models.

**The Geological Laboratories.**—The Department of Geology and Mineralogy occupies the west end of the second floor of Stephenson Hall of Science. It includes an office for the professor, an apparatus room, a petrological and mineralogy laboratory and a large lecture room for Geology and Physiography. The lecture room is equipped with stereopticon, globes, maps, wall charts and other illustrative apparatus. The petrology and mineralogy laboratory is provided with desks fitted for blow-pipe work and apparatus for the chemical and physical study of rocks and minerals, type sets of which exist for each individual student. The department has an extensive collection of the type fossils of Wisconsin and other States and with large exhibits of rocks and minerals collected from the entire United States and elsewhere. The reference library receives the latest publications of the State Survey and National Survey Reports and the *Geologic Journal* as well. It is provided with a complete set of wood and glass models, numerous casts of fossils, and a relief map of the State of Wisconsin.

**Psychological Laboratory.**—A first class laboratory of psychology exists at Lawrence. In equipment it is among the best of the colleges of the country.

The following is only a partial list of the many important instruments: a kymograph, an ergograph, Seashore's audiometer, Lehmann's acoumeter, Whipple's pressure-pain balance, a tachistoscope, a perimeter, aesthesiometers, Galton's whistle, an electric motor

rotator, differential tuning forks, Rauschburg's memory apparatus, Wheatstone's reflecting stereoscope, a color mixer, Blix's temperature cylinders, Zwaardemaker's olfactometer, Titchener's automograph, Franck's plethysmograph, Verdin's pneumograph, models of the sense organs and parts of the nervous system, as well as test material for visual acuity, association, learning, memory, suggestions, constructiveness, motor adaptability, etc.

## **Mathematical and Engineering Equipment**

The Observatory is used for instruction as well as for observation, and is well equipped for the purpose. The department is provided with models, transits, levels, a plane table, surveyor's compass, sextant, current meter, aneroid and mercurial barometer, polar planimeter, rods, pickets, tapes, chains, drawing instruments, etc.

For the purpose of studying astronomy, few institutions of college rank have so complete an outfit open to students. The Observatory is fitted with a ten-inch equatorial and a four-inch meridan transit by Clark, both lighted by electricity; two Howard clocks, a mean time, and a sidereal, a sidereal chronometer, chronograph, polarizing helioscope, position micrometer, spectroscopes, and a standard barometer, together with many smaller instruments.

## ORGANIZATION AND ADMINISTRATION

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Lawrence aims to be a high grade college. Its purpose is not to train specialists, but to train for life. It does not pretend to prepare its students for any of the professions, but, by insisting upon thorough discipline and correct habits of observation and reflection, it affords an excellent preparation for professional study. It aims to develop self-control, manliness and womanliness, and a generous public spirit,—to induce such a high moral sentiment as will be in itself a powerful governing force in the school community.

### Government

Every student admitted to college is expected to obey its rules and regulations, to conduct himself with propriety, to be diligent in study, respectful to the faculty, courteous to his fellow students, and law-abiding in the community. Students found guilty of disorderly conduct or low vices of any kind, will be subject to such discipline as the faculty may deem the case merits. Hazing in all forms is strictly forbidden on penalty of expulsion.

Students whose conduct proves them to be at variance with the methods and spirit of the college, or who do not maintain a satisfactory standing in their classes, may, for the obvious good of the school, be dropped, even though no specific offense meriting expulsion or suspension be charged against them.

It is expected that when young persons are exposing themselves to permanent harm, high-minded students will be governed in the disclosure of facts rather by the dictates of conscience and common sense

than by any false sense of honor. In case of injury to persons or property, or of gross immorality, the same principle will be observed respecting the requirement of testimony as prevails elsewhere in civil society.

**A System of Self-Government**, based on the honor of the student, prevails at all the dormitories. Authority is vested in a central committee of nine, assisted by a number of proctors in each building. This council receives complaints and pronounces judgment such as in its opinion the case merits. Certain matters are reserved to the deans for determination.

**The Student Senate**, composed of representatives of the four college classes, has charge of certain matters of discipline, such as the enforcement of the honor system and such other matters as are presented to it by the faculty. It has also under its supervision the management of All-College Day, one of the most important events in the entire year. This is a day set apart early in the year, on which the sophomore and freshmen classes settle their traditional rivalries in friendly athletic contests. The Student Senate serves as an agency by which the student sentiment may be expressed to the management of the college, and through which the plans and desires of the authorities may be conveyed to the students.

**Student Advisers.**—Every student is under the supervision of some professor appointed by the president to act as his adviser. The advisers watch the work of the students under their charge, receive reports from their teachers, and make a statement of these to the president at the end of each semester and to the student's parents or guardians when desired.

The adviser is always available for conference in all that relates to the school work of the student, or in other matters on which he may wish help or advice. Teachers report to him concerning deficiency or failure on the part of the individual student, not only at the end of the semester, but whenever a student needs stimulation in his work.

### **The All-College Club**

At the beginning of the fall semester, 1904, an organization was perfected which unites the Athletic Association, the Oratorical and Debating League, and the Lawrence Publishing Association. This is known as the All-College Club. The object of this club is to "unite the students, faculty, alumni, and friends of the college in the support and management of athletics, oratory and debate, and the *Lawrentian*, and to extend the influence of Lawrence College." Any student, alumnus, member of the faculty, or friend of the college may become a member of the All-College Club, and membership is necessary to make one eligible to hold office or have a part in the management of any of the activities enumerated as coming under the Club's jurisdiction. Separate boards of control are elected by the Club, which have immediate control and supervision over the various departments.

**The Athletic Board** consists of members representing every phase of the club membership. All athletic activities, such as football, basket-ball, baseball, the Pentathlon, and the track and field events, are conducted by this board. This work is carried on in connection with the regular required courses in physical training.

**The Forensic Board** is similar in its organization to the Athletic Board, and has "full charge and supervision of the oratorical and debating interests of the college." It provides for the carrying out of the regulations of the Wisconsin Intercollegiate Oratorical Association, arranges for all preliminary and intercollegiate oratorical contests and debates which are a regular feature of the life of the college, and, in connection with the forensic department of the college, aims to promote a keen interest in the art of public speaking.

**The "Lawrentian" Board** consists of student members of the All-College Club, who constitute the editorial staff. The board has full charge and supervision of the financial and literary policies of the *Lawrentian*.

## **Moral and Religious Life**

Lawrence is a Christian, not a sectarian college. The trustees and the teachers represent different denominations. About 80 per cent of the students are professing Christians. Students are affiliated with all churches, including Jewish and Roman Catholic. The religious life of the institution is on the broad basis of Christian fellowship without reference to denomination or creed. Membership in the student Christian organizations is conditioned only by Christian character. Officers in these associations are chosen solely for the qualities of Christian leadership that they possess.

The Christian student associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are wholesomely attractive. In them the right living and high thinking of the college community crystallize.



A number of devotional Bible classes are conducted throughout the year by the Christian associations.

There is a daily chapel service throughout the year. Since it is a matter of common experience that there is need of more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all Protestant students. Ten absences are permitted each semester.

Students are required to attend at least one preaching service each Sunday. Every student indicates at the beginning of the year the church preferred, and is expected to attend that church regularly.

Prayer meetings are conducted by the president on Wednesday evening of each week.

In view of the intellectual and religious readjustments that inevitably result from higher education, and in view of the present dominant commercialism and indifference to formal religion, college students are in danger of seeing life only from the standpoint of selfish and material ends. Accordingly, though the instruction at Lawrence is scientific and exceptionally free from sectarian or doctrinal bias, it is all characterized by a definite aim to give the student a broad, spiritual outlook, and to impress him with the ideal of service rather than of selfish acquisition.

## Intellectual Life

The intellectual life of the college naturally centers in the class-room, but there are many outside organizations, whose purposes foster the intellectual interests of small groups. There are some whose membership is determined by high scholarship or other intel-



lectual attainments. There are others that attempt to maintain that intellectual comradeship which characterizes a community with like interests.

**Phi Beta Kappa.**—This is the oldest of all the Greek letter societies, having been founded in 1776. It is a graduate organization, the membership being confined to those graduates who have attained an especially high standing during their college course. To wear the key, therefore, is a mark of scholarly distinction much coveted by college men and women. Chapters are established only in colleges of high reputation for educational efficiency. At a meeting of the triennial council of this organization held in New York, September 8, 1913, Lawrence was granted a chapter and the honor of being a member of this organization of scholars is now open to all Lawrence graduates whose work merits the distinction.

**Tau Kappa Alpha.**—A chapter of this honorary debate and oratory fraternity has been established at Lawrence in recognition of the college's exceptional record in intercollegiate debates. Only students who have been successful in intercollegiate debates or oratorical contests are admitted to membership.

**The Mace.**—This is an honorary student organization to which only seniors are eligible. Members are chosen on the basis of special prominence in one or more college activities, and of all-round popularity and leadership.

**The Theta Alpha Society** is an honorary senior society for women. Members are chosen on the basis of participation in extra-curricular activities and of leadership and service in college.

**Clubs.**—1. A *German Club* has been organized under the direction of the modern language department, and has been productive of most satisfactory results. Conversation in German is expected of all the members, and German literary programs are rendered.

2. A *Cercle Francais* has been organized for those desiring more practice in speaking French than is possible in the classroom.

3. A *Latin Club* is conducted under the auspices of the Latin department, and aims to promote an interest in the life, literature, and antiquities of the Romans. The programs rendered are miscellaneous in character, consisting of papers, Latin dialogues, Latin recitations, Latin songs, and translations from the Latin into English prose and verse.

4. The *English Club* devotes itself to the study of literature not included in the regular college classes. The programs include any authors or literary works, whether English or not, in which the members of the club have special interest. For the sake of effectiveness in its work, the membership of the club has been restricted to students taking a major or a minor in English.

5. The *Phoenix Forum* is a new student organization made up of the members of the old Politics Club and the Forensic Club. Its purpose is to investigate social and political conditions, to furnish an opportunity for the discussion of public questions, and to promote an active and intelligent interest in the duties of citizenship. It also seeks to promote enthusiasm

and loyal support for intercollegiate debates and oratorical contests. The active membership is limited to fifty male students.

6. A *Chemistry Club* has been organized for the purpose of acquainting the students with the latest investigations in chemistry and stimulating interest in this branch of science. Meetings are held on the first and third Thursday evenings of each month. Special topics are prepared by the students, and magazines and reports of chemical societies are reviewed.

7. The purpose of the *Physics Club* is to stimulate interest in the work of the department, by keeping its members in touch with the development that is so rapidly taking place both in physics itself and in the application of its principles to the commercial problems of the day. Papers are presented and talks given by students in the department. Questions and discussions are encouraged. Occasionally a man who is a specialist in his chosen line,—manufacturing, teaching, or engineering,—is secured for one or more addresses.

8. The *Premedic Club* is composed of young men who are preparing for the study of medicine, and has as its object to collect information as to the collegiate training best adapted to fit men for the successful prosecution of work in various medical colleges; to acquaint its members with the different lines of medical practice that are open, the possibilities of the profession, the qualifications essential to success. Papers are presented by members, and occasional talks are given by professors and by local practitioners.

9. The *Biological Club* furnishes an opportunity

for the consideration of biological questions of a general nature that cannot well be taken up in the regular courses in botany and zoology. Articles of interest that appear in current biological journals are also reviewed, with the object of giving to students some acquaintance with various lines of present day research.

The History Club meets twice each month, and is chiefly devoted to the consideration of phases of history not included in the regular courses. Interesting problems of contemporary history are also discussed. The membership is limited to those who have had at least six hours of history.

**Publications.**—1. *The Lawrentian* is published weekly by the All-College Club. The editorial staff is composed of members of the four college classes, and the paper forms a leading feature of the literary and social life of the college.

2. *The Ariel*, a publication of about two hundred pages, profusely illustrated, issued yearly by the junior class, is a spicy account of the events of the year at Lawrence.

3. *The Lawrence Latinist* is a publication issued by students in the Department of Latin. It is published irregularly each year and contains Latin poems and compositions by students, translations, and information of value to students of the Latin language and literature.

### Public Lectures

Various public addresses and lectures, single or in courses, are delivered before the students each year. Opportunity is thus afforded to hear many of the ablest public men of the time. Members of the faculty

also occasionally deliver public lectures, which are open to the student body as well as to members of their classes.

There is an excellent lecture course each year in the city, for which the best talent in the country is engaged, and which is attended largely by students. The Conservatory of Music also maintains a musical course and engages for it the most celebrated musicians.

## Social Life

Special care is taken to make the social life of the college helpful and interesting. Indeed, it is recognized that this is a valuable part of a student's training. Many persons count their college acquaintances and enjoyments as among the most valuable features of college life. The social events are largely in the hands of the students, and are held under the auspices of the college classes and the various organizations of the college. The Y. M. C. A. and the Y. W. C. A. give occasional receptions, as do the literary societies. The fraternities and sororities are social organizations highly regarded by the students.

**Fraternities and Sororities.**—There are five fraternities and seven sororities connected with the college. The fraternities are partly local and partly national and are named as follows: Theta Phi, Beta Sigma Phi, Delta Iota, Sigma Phi Epsilon, Phi Kappa Alpha. The sororities are all national but two, and represent the following organizations: Alpha Delta Pi, Kappa Alpha Theta, Delta Gamma, Alpha Gamma Phi, Phi Mu, Delta Delta Sigma, and Mu Phi Epsilon, a musical sorority. The fraternities are well located in private houses, and all have members of the faculty

associated with them as honorary members. The sororities have their own rooms for meetings but their members live in the women's halls.

## Physical Life

Especial attention is paid to the health of the students. All freshmen and sophomores are required to take work in physical education under competent instructors for men and women. Soon after the students enter, they are subjected to a careful physical examination, and exercises in the gymnasium are prescribed especially appropriate for their needs. The taking of physical exercise on the part of all students is encouraged, the gymnasium being open from 9:00 a. m., with the director or his assistant in attendance to render service or advice. Various games are organized, and students are divided into teams to contend in them. Outdoor sports are encouraged. Teams for football, baseball, tennis, track, and other field athletics are regularly organized. While the emphasis is placed not so much on the production of expert teams as on the cultivation among the students of a love of outdoor life and sport, the students have been exceptionally successful in their athletic contests with other colleges. Indoor athletics are also developed by class instruction, by work in swimming, fencing, wrestling, and by such games as basket-ball, etc. The athletic activities of the college are under the management of an athletic board with faculty representatives, and this is subject to the faculty committee on athletics. A gymnasium fee is required of each student, which gives him the use of a private locker, a physical examination, and all the privileges of the gymnasium.



## Alumni Organization

The alumni of the college are organized into a general society which elects its officers at its annual meeting during commencement week. There is also a state organization which meets annually, holding a banquet during the session of the Wisconsin State Teachers' Association, which is held in Milwaukee early in November. There are also alumni organizations in New York, Chicago, Racine, Minneapolis, Spokane and Los Angeles.

**Association of Collegiate Alumnae.**—This is an organization of women graduates of colleges of recognized standing. Its purpose is partially social, but especially to assist in the promotion of higher education among women and to help in various forms of social betterment. It maintains scholarships for foreign study, and carries on various forms of activity of special benefit to college women. Chapters are established in colleges only after a searching examination of the quality of their work.

**The Lawrence Alumnus.**—The Alumni Association publishes a quarterly magazine which represents the interests of the graduates and former students. The editors are elected annually by the association.

**"The Alumni Record."**—An *Alumni Record* is published which has much historical matter and a biography of each alumnus.

## Living Expenses for Men

Men students are provided dormitory accommodations in Brokaw Hall and in Peabody Home, the former having accommodations for one hundred and



twenty-five and the latter for forty-five men. Board is provided only in Brokaw Hall. All freshmen are required to room in the dormitories. Each hall is in charge of a matron who looks after its management and the welfare of the students. Upper classmen who engage rooms in the dormitories are expected to take them for the year, if they remain in college, and cannot surrender them to take rooms in the city unless excused for adequate reasons by the president. Applications for admission should be made early to the office, and should be accompanied by a deposit of \$5, without which no room will be reserved. In case a deposit is made and the student notifies the matron before August 15 that he wishes his room engagement cancelled, the deposit will be returned, but in no case thereafter. Students who leave the Hall before the end of the semester, will be required to pay for the room until the end of the semester.

The rooms are furnished with beds or cots, mattresses, pillows, tables, chairs, bureaus, and rugs. The towels, sheets, pillow cases, blankets, and napkins are provided by the student as are also room decorations. Students are not permitted to drive nails, tacks, or brads into the walls or woodwork, and will be fined twenty-five cents for each violation, the fine being deducted from the deposit money. Push buttons, however, which may be obtained at the college book-store, may be used on the plastered walls, but not on the woodwork. Students will be charged with all breakage due to their own carelessness.

The doors of the dormitory are locked at 10:30 p. m. Every man entering the Hall after closing hours must register his name with the porter.

The price of rooms, including board, is from \$165 to \$190 per year, according to the location and size of the room. On account of uncertainty concerning the price of food stuffs for the coming year, owing to war conditions, the trustees will feel free to raise the price of board if it shall be found necessary. The most costly rooms are suites of sitting-room and sleeping room. **One dollar per week extra will be charged students who room alone.** Room rent includes heat, light, and the washing of towels, napkins, and bed linen not to exceed six pieces each week. Students must pay the regular rate for all laundry in excess of this amount. Dinners are served in the dining-room, but breakfast and supper are given in the cafeteria.

Reductions are not made for absences of less than one week in extent.

Payment for rooms and board is made at the beginning and middle of each semester; after two weeks students will be dropped from their classes so long as the bill remains unpaid, unless for exceptional reasons special arrangements have been made with the president to postpone payment.

### **Living Expenses for Women**

All non-resident women students, unless excused, live and board in Ormsby Hall, in the Ormsby Annex, and in Russell Sage Hall. They are in charge of competent matrons and deans, who carefully consider the needs of the residents. Applications for admission should be made early and should be accompanied by a deposit of \$5, without which no room will be reserved. If a room is engaged and the college office is notified to cancel it before August 15, the deposit fee will be re-

turned, but in no case if the notification is received after this date. Students who are permitted to leave the Hall before the close of the semester, will be required to pay the room rent till the end of the semester, unless they leave by reason of sickness and under a physician's orders, and are excused by the president.

The dormitories furnish accommodations for about three hundred women. The buildings are heated by steam, lighted by electricity, and have all modern improvements. Rooms are furnished with bedsteads, springs, or cots, wool mattresses, tables, chairs, bureaus, and at the Russell Sage dormitory with rugs. Other articles, students will provide for themselves. Rooms at Ormsby Hall and at Ormsby Annex, including board, are from \$170 to \$190 a year, according to size and location, and whether the room is single or double. At Russell Sage dormitory single rooms are \$210 and double rooms from \$190 to \$200 a year, board included. In case a student occupies a double room alone \$40 a year extra is charged. In all cases room rent includes heat, light, and room washing not exceeding six pieces per week for each person. Students must pay for all laundry in excess of this amount. All linen should be plainly marked. Owing to the uncertainty of the price of food stuffs, due to war conditions, the trustees reserve the right to change the price of board for the coming year without further notice, should it be found necessary.

A resident nurse is employed and her services are free to all inmates of the halls. Students who have contagious diseases, or serious and protracted sickness must provide their own nurses.

Payment for room and board is to be made at the beginning and middle of each semester. Students who are behind more than two weeks in making payment will be dropped from their classes until their bill is paid, unless special arrangements have been made with the president. Reductions are not made for absences of less than one week in extent. Occupants of rooms will be required to pay promptly for all damages. Students are not permitted to drive nails, tacks, or brads into the walls or woodwork, and will be fined twenty-five cents for each violation, the fine being deducted from the deposit money. Push buttons obtainable at the college book-store may be used on the plastered walls, but not on the wood-work.

### **Self-Help**

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, very limited. There is opportunity for many more to find work in the city; and many of the men students can earn their expenses wholly or in part in this way. They are employed in various occupations and trades, as bookkeepers, stenographers, clerks and watchmen in stores, janitors of churches, offices, and public buildings, helpers about private dwellings, chore boys, waiters at clubs and hotels, delivery men, collectors, agents, teachers, typewriters, etc. It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment

bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known, his chances for self-help are increased, and, if he be a good worker and faithful, his living expenses are assured. Few students, however, should endeavor to carry full work in school and pay their own way; it is an interference with the best intellectual work and is, besides, an undue physical strain.

### Loan Funds

There is a small fund, the gift of several benefactors, which can be loaned to such young men as the president may deem most worthy.

Mr. D. G. Ormsby left a fund which his widow substantially increased after his death, from which \$50 a year is loaned to any young woman in the College of Liberal Arts who needs assistance. The loans are made on non-interest-bearing notes, with indorser, and are to be paid at such time as is agreed upon.

The Educational Society of the Methodist Episcopal Church makes an annual appropriation to Lawrence of from \$2,000 to \$2,500, which the college can loan to needy students who are members of that denomination. Loans are made in varying sums, according to the needs of the individual and the number of applicants. Students can usually secure from \$50 to \$100 a year. The loans are without interest and do not become due until two years after the student leaves college. Additional funds to assist needy students are much de-

sired. The attention of the benevolent is called to this opportunity to help aspiring and worthy young men and women.

## Scholarships

1. **Perpetual Scholarships.**—No tuition will be charged any student owning a perpetual scholarship, or any student presenting a written order from the owner of such a scholarship authorizing its use by said student. In the use of a scholarship, however, it is always to be understood that the scholarship is to be presented; and, further, if the scholarship has passed from the hands of the original owner, said scholarship must show the transfer properly endorsed. The use of a scholarship cannot be sold by the owner, and can only be assigned to the student as a free gift. This does not refer to scholarships offered by the college as prizes, but to scholarships that were formerly sold by the trustees to increase endowment.

2. **Lyman A. Jones Scholarship.**—The income from \$1,000.

3. **Samuel A. Jones Scholarship.**—The income from \$2,000.

4. **Tuition Scholarships.**—Limited in number, but providing free tuition, at the discretion of the president.

5. **McMullen Scholarship.**—This scholarship was founded by John C. McMullen, of Oakland, California, a member of the class of 1880. It is bestowed “at the discretion of the president upon any worthy student having promise of future usefulness and studying in the department of mathematics, science, or philoso-



phy." The income of the endowment of this scholarship amounts to about \$70 a year.

6. **The Louis K. McClymonds Scholarship.**—This scholarship by the terms of the donor is to be bestowed by the president on some young man who is dependent on his own efforts for his education.

7. **Helen Fairfield Naylor Scholarship.**—This scholarship was founded by the late Mrs. W. S. Naylor's last earnings before she was married. In view of its source, the scholarship will be annually awarded to students, preferably juniors, who have exceptional records for character and scholarship and who are at least partially dependent upon their own resources in securing an education. It is hoped that all recipients will become Mrs. Naylor's co-helps of future worthy students by returning to the fund within a few years after leaving Lawrence the amount that they have received. The original endowment of \$1,000 may thus be increased from year to year and the number of students helped be multiplied. The awarding of this scholarship will be made by the president of the college and the professor of biblical literature.

8. **High School Scholarship.**—A plan has been originated by Mr. Edwin St. Clair, a former Lawrence student, by which one high school senior in every high school in Wisconsin can earn a scholarship, covering his school expenses for one year, by rendering a certain amount of service for a company which Mr. St. Clair represents. Any person who has to earn his way through college can learn the particulars of the plan by writing to Mr. Edwin St. Clair, Appleton, Wis.

9. **The University of Wisconsin** has granted the



faculty of Lawrence College the right to nominate every year one scholar for graduate work. The income of this scholarship is \$225.

10. **Rhodes Scholarship.**—This scholarship is granted the colleges of Wisconsin, and is obtained by competitive examinations. Any male student not less than nineteen nor more than twenty-four years of age, may take the examinations. The papers are examined at Oxford, and from the successful candidates one is chosen by a Wisconsin state committee. This scholarship is worth \$1,500 a year and is for three years.

11. **Freshman Scholarships in Latin.**—Two scholarships of \$100 each will be awarded to freshmen on the basis of a competitive examination in high-school Latin held a few days after the opening of the fall semester. These scholarships are called the Norman Brokaw scholarship and the Lawrence scholarship. All students regularly matriculated in the college as freshmen, without entrance conditions, and enrolled as members of the freshman class in college Latin, will be eligible to participate in the competition. The successful candidates are to continue to be acceptable in character and demeanor and to maintain their high class standing throughout the year, under penalty of forfeiting their scholarships.

## Prizes

Annual prizes have been established as follows:

1. **Lewis Prize.**—This prize, founded in 1865 by Governor J. T. Lewis, is bestowed upon the student making the best record in scholarship and deportment during the year. This is open to students in the College of Liberal Arts.

2. **President's Prize.**—This prize, for excellence in declamation, is open to juniors and sophomores.

3. **College Prize.**—This prize, for excellence in oratory, is open to members of the junior class. All orations must be handed in by the first week in January.

4. **Tichenor Prize.**—This prize, founded by Charles I. Tichenor, A.M., of Kansas City, Missouri, is the interest on \$1,000 invested for that purpose. This interest is divided so as to make a first and second prize. The prize is awarded by competitive examination in English literature, and is open to sophomores, juniors, and seniors. The courses upon which the examination will be based are those in Shakespeare, Elizabethan Age, Romantic Movement, Victorian Era, and History of the English Language.

5. **Alexander Reid Prize.**—This prize, founded by a bequest of the late Alexander Reid of Appleton, is the interest on \$500, to be given the student who writes the best essay of from 1,000 to 2,000 words.

6. **Hicks Prize.**—This prize is awarded to that member of the sophomore class who shall write the best English composition. This prize was established by Honorable John Hicks, of Oshkosh.

7. **Herman Erb Prizes.**—These prizes, founded by Herman Erb, of Appleton, Wisconsin, are to be awarded upon excellence of scholarship in the third or fourth year's work in German. They consist of a first prize of \$50 and a second prize of \$15. The prizes are awarded on examination.

8. **Vaughan Prize.**—This prize is offered for the

best essay of 2,000 words on the subject, "The Importance of Foreign Missions to the Home Church." The prize is given by Professor J. G. Vaughan, D.D., of the department of Comparative Religions and Missions.

9. **Ralph White Prize in Mathematics.**—This prize was established by the late Mrs. Mary White as a memorial to her son, Ralph White, '99. It is given for the highest standing in mathematics in the sophomore year.

10. **The Fred Felix Wettengel Prizes.**—These prizes given by Fred Felix Wettengel of Appleton, Wisconsin, are as follows:

(a) A prize of \$25 is given to the winner of first place in the interclass oratorical contest and is bestowed at the time of the contest by the president.

(b) Mr. Wettengel has also given \$25 which shall be used in the purchase of forensic L's. These L's are awarded to those who have participated in three successful intercollegiate debates, or one successful debate and one oratorical contest in which he shall have won a place.

11. **McNaughton and Peabody Prizes.**—The McNaughton prize given by John McNaughton is awarded to the student who shall attain the highest proficiency in Latin of the sophomore year. The Peabody prize, given by George F. Peabody and now endowed by Mrs. Emma Peabody Harper in honor of her father, is awarded to the student who shall attain second rank in Latin of the sophomore year.

12. **A Business Man's Latin Prizes.**—A business man who wishes to bear testimony to the practical

value of Latin for young people who contemplate a business career, offers two prizes to the juniors and seniors that excel in Latin.

13. **Louis G. Kirchner Latin Memorial Prize.**—This prize founded by Fred Felix Wettengel in memory of his brother, Louis G. Kirchner, deceased, is granted by the Latin League of Wisconsin Colleges and is obtained by competitive examinations in Latin. Students that have made a good record in Latin and that have passed beyond the freshman year are eligible to participate in the contest. The prizes consists of \$250 and a gold medal.

## **COLLEGE OF LIBERAL ARTS**

### **General Regulations**

#### **The College Year**

The college year is divided into two semesters of eighteen weeks each. The first semester opens on the Wednesday nearest to the middle of September; the second semester begins on the first Wednesday of February. The studies of the college have been so arranged that students can begin their courses with the second semester; but persons wishing to enter at this time should come to Appleton not later than the first Tuesday in February, since the recitations begin Thursday morning, and all arrangements for books, etc., as well as for registration, must be made before that time.

There are two regular recesses during the college year, one at Christmas and one during the latter part of March. The Christmas vacation begins on the Wednesday evening before Christmas; recitations are resumed two weeks from the following Thursday at 8:00 a. m. There is no recess between the first and second semesters.

#### **Registration**

Registration occurs on the first Tuesday and Wednesday of each semester. The student presents himself to his student adviser for assistance and council in the selection of his studies. He then takes the card made out by the adviser, to the college office and pays his semester's dues. This card is retained by the registrar who sends the name of the student to the profes-

sors in whose classes he has elected to take work. Upon receipt of this notification the student is enrolled in the class. Students who neglect to register before 9 A. M. Thursday morning will be charged two dollars and will be marked absent from all recitations missed in every class that they subsequently enter. If the student has not previously submitted his high school or academy credits to the registrar, he must do this at the time of registration; but all prospective students are earnestly requested to forward these by mail to the college office not later than September first. If from another college the student must not only submit his credits but he must present a letter of honorable dismissal.

Any student who wishes to change a study after having registered for it, must consult a committee consisting of the professor whose course he wishes to surrender, the professor whose classes he wishes to enter, and his adviser. When permission has been given and a card made out by his adviser, he must take the card to the registrar, and pay any additional charge that the change of studies may involve when the registrar will notify the professor whose work is to be taken that the student should be enrolled in the class. Students are not permitted to change their class work after three weeks from the beginning of the semester without a special vote of the faculty.

Students who drop a study without permission will be marked F on the registrar's books.

### **Limit of Work Allowed**

Students doing full work are expected to take fifteen hours each semester. They are not permitted to



take less than fourteen or more than sixteen hours without special permission. No permission is given any student for more than sixteen hours the first semester he is enrolled, nor subsequently except under the following conditions:

If a student averages 90 in fifteen hours of regular college work, and 85 in hours in excess of fifteen he may be permitted by the faculty to take extra work the succeeding semester. Seniors who are back in their hours may be allowed, at the discretion of their student adviser, to register for additional work not to exceed eighteen hours, provided their grades for the previous semester have averaged 80. Juniors who are behind their classes not more than twelve hours, may be allowed, at the discretion of their student adviser, to register for work not to exceed eighteen hours, provided their grades for the preceding semester have averaged 80.

No student will be permitted to take more than seventy hours in any one group, or forty hours in any one department, except in the engineering and chemical courses.

**Special Students.**—Students who desire to receive instruction in particular departments without becoming candidates for degrees, are admitted in case their previous education has been sufficient to qualify them for the work they desire to do. Their fitness is determined by credits submitted from schools they may have attended, and by examinations which may be required at the discretion of the committee on entrance credits. They are expected to take the work prescribed in physical culture, unless especially excused. The

studies they choose will be determined by consultation with the president, who is their adviser.

## **Extra-Curricular Activities**

While believing that the experience gained by students from leadership and participation in the various activities of college life is important and should be encouraged, it has been found that limitations on such extra-curricular activities are desirable, in order that the regular college work may not be interfered with and that a greater number of students may have an opportunity to participate in such activities, and thus secure the benefit they confer. With a view to accomplishing these ends, the following regulations have been adopted—

1. All organized and other regular student extra-curricular activities of the college are classified on the basis of "units," the value of the "units" being the approximate amount of time per week required to perform such activities, together with the distraction caused thereby. (Some of the less important activities are listed as one unit each, merely to limit the number in which any one student may take part.)

2. Students with an average standing of 90 in all registered courses are permitted a maximum of six units per week per semester of extra-curricular activities, provided they take no more than sixteen hours per week of regular college work. For each additional hour of regular college work taken, one unit is deducted from the maximum number of units of extra-curricular activity permitted. For each unit of extra-curricular activity taken in excess of the maximum of

six units, one hour is taken from the number of hours permitted of regular college work.

3. Students with an average standing of 80 in all registered courses are permitted, subject to the same provisions as in (2) above, a maximum of five units per week per semester of extra-curricular activities.

4. Students with an average standing of 70 in all registered courses are permitted, subject to the same provisions as in (2) above, a maximum of four units per week per semester of extra-curricular activities.

5. For each "incomplete" condition, or failure a further reduction of one unit is made from the maximum number of units permitted any student on the basis of his average standing in all registered courses.

6. The following group of extra-curricular activities, based on their approximate values in units, has been adopted as a standard in determining the number of extra-curricular activities in which a student may engage:

ACTIVITY	Value in Units per Semester	
	1st	2nd
<i>Ariel</i>		
Editor-in-chief .....	2	3
Business Manager .....	2	3
Assistant Business Manager.....	1	2
Staff .....	1	1
Athletic Board—		
Officers and Members.....	1	1
Athletic Manager .....	4	4
Baseball—		
College Team .....		2
Basket-ball—		
College Team .....	1	2
Substitutes and Second Team.....	1	2
Board of Oratory and Debate—		
Members .....	1	1
Class Organizations—		
Officers .....	1	1

Choir and Choral Club—		
Members .....	1	1
Debate—		
Intercollegiate Team .....	4	4
Freshman Team .....	4	4
Departmental Clubs—		
Officers .....	1	1
Dramatic Club—		
Member of Cast.....	3	3
Members of Club.....	1	1
Football—		
College Team .....	3	
Substitutes and Second Team.....	2	
Freshman Team .....	2	
Fraternities—		
House Stewards .....	2	2
Other Officers .....	1	1
Glee Clubs—		
Manager .....		2
Members .....	2	2
House Government Associations—		
Presidents and Other Officers.....	1	1
Lawrence Union—		
Officers .....	1	1
<i>Lawrentian</i> —		
Editor-in-chief .....	4	4
Assistant Editor .....	2	2
Business Manager .....	3	3
Assistant Business Manager.....	2	2
Staff .....	1	1
Literary Societies—		
Officers .....	1	1
Oratory—		
Intercollegiate Representatives .....		3
Interclass Representatives .....	2	
Sororities—		
Officers .....	1	1
Student Senate—		
President .....	3	3
Vice-president .....	2	2
Secretary .....	1	1
Treasurer .....	2	2
Members .....	1	1
Track—		
College Team .....		2
Candidates .....		1
Y. M. C. A.—		
President .....	4	3
Treasurer .....	2	1
Manager of Employment Bureau.....	2	2
Other Officers .....	1	1

Y. W. C. A.		
President .....	4	3
Treasurer .....	2	1
Other Officers .....	1	1

All officers in other literary, scientific, philosophic, social, athletic, or fraternal societies or clubs in Lawrence College, and all memberships of any athletic teams not mentioned above, are reckoned as one unit.

Students engaged in any form of labor during the college year for maintenance, are grouped individually by their advisers, who classify them by dividing the number of hours per week devoted to such labor by four.

7. The record on which the number of units of extra-curricular activities is determined, is the record for the semester preceding the semester during which the student is engaged in such activities, except in the cases of freshmen and other students entering college for the first time, in which case the first month's record in college is the basis of determination.

8. The secretary of each student organization is required to file a list of officers-elect with the registrar within seven days after election. Failure to comply with this regulation on the part of any secretary deprives that secretary of the right to any extra-curricular activities for the semester.

9. Each student is required to present to his adviser at the time of registration, a statement giving the extra-curricular activities in which the student expects to engage, together with his average standing in all registered courses for the preceding semester. The adviser records the number of units of extra-curricular

activities of each student on his registration card and is governed by the regulations above in the further registration of the student. In case a student wishes to engage in extra-curricular activities after registration, or has been elected to some office after the opening of the semester, he shall present to his adviser a statement as above and have his registration card revised accordingly.

10. The failure of a student to comply with the above regulations means a forfeiture of the same number of hours of college credit as units of extra-curricular activity involved.

## Fees

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruction. The regular charges per semester follow:

Tuition .....	\$ 3.00
Incidental fee, including library and gymnasium fees...	27.00
Graduating fee .....	10.00
Examinations at other than regular times.....	1.00
Astronomy .....	2.00
Chemistry .....	5.00
Biology .....	3.00
Botany .....	3.00
Geology .....	1.00
Mineralogy .....	3.00
Physiology .....	2.00
Physics .....	3.00
Experimental Psychology .....	2.00
General Psychology .....	1.00
Surveying .....	3.00
Zoology .....	3.00

A club ticket of \$3.00 per semester is collected of all students taking five hours or more by request of the student body for use of student organizations.

Students taking more than fifteen hours work per week will be charged two dollars for every additional



hour. Students taking twelve hours or less are charged three dollars for each hour.

Students taking five hours or more are required to purchase a club ticket.

All bills must be settled in advance. No bills are made out for less than half a semester, and then only when the student does not expect to remain through the semester.

Students' bills are three dollars more when they enter after the regular registration days.

No student may have an honorable dismissal, or certificate of progress in his studies, until his bills are paid, or payment thereof guaranteed.

No money will be refunded to a student who leaves before the close of the semester. An exception to this rule is made in the case of a student who is excused from his classes during the first half of the semester on account of his own illness. In this case the student will pay for the time of actual enrollment at the rate of \$3.00 a week, and the fee for the remainder of the term will be refunded.

For living expenses, see page 52.

## **Attendance**

Every student is expected to be in his place from the first day of the semester until the close of the examinations. Students who are not present at recitations during the twenty-four hours preceding and the twenty-four hours following the Thanksgiving, Christmas, and Easter recesses, will be marked, unless excused, three absences for each recitation missed.

For each absence in any subject up to one-tenth of the regular recitation periods, deductions are made from the final grade of the students as made up from

the daily standing and final examination as follows: one-half per cent for four- or five-hour, one per cent for two- or three-hour studies. For each absence in excess of one-tenth of the recitations, twice the above schedule of deductions is made. A student, by previous arrangement with the instructor, may raise his grade for any day's absence by making up work thus missed because of necessary absence. If a student is tardy at any exercise, he will be so marked in the instructor's record book, and three such unexcused tardy marks in a given subject will be recorded as one absence in that subject. When a student is absent from a test or examination, no grade will be given him until the test or examination has been taken, and for this he must pay a fee of one dollar unless he can show that he was detained by sickness.

Teachers are to report to the president all students who are absent one-tenth of the recitations of a course, as soon as that number shall have been reached.

If a student drops a class without permission from his adviser, he will be reported "failed" in the study.

Unexcused absences from chapel are treated the same as absence from recitations. Each student may be absent from chapel ten times each semester, and from church four times. For absences in excess of this allowance his grade is reduced as follows: for every five absences or fractional part thereof the registrar will deduct one half-hour credit from the semester's credit. Members of the Jewish and the Roman Catholic churches are excused from chapel attendance.

Excuses will be given for serious sickness, but rarely for other reasons. Members of musical clubs and athletic teams will be excused for absences incurred in filling out-of-town engagements permitted by the faculty.

Excuse for absences may be obtained only from the student's adviser.

A student who desires to be absent from the city during term time should apply to the president for permission, and unless the circumstances of the case render it impracticable, such permission must be obtained before the student's departure. Absences from class thus occasioned will be excused only when a leave of absence has been properly obtained.

## **Examinations**

Written examinations in all courses are held at the close of each semester. Four hours are given for all four- and five-hour courses, and three hours for all two- and three-hour courses. Students who are conditioned in the work of any course are entitled to one delinquent examination for the purpose of removing the condition. Such examinations are held the second and ninth Saturdays in each semester. Students who fail in any course lose all credit in it, and if it be a required study, must take it again in class. A student who, by special permission, is given the privilege of taking an examination or a monthly quiz at any other than the regular time, must first pay the registrar a fee of one dollar. Only when the receipt for such payment is shown the instructor is he permitted to give such special examination.

## **Honor System**

All written examinations, whether quizzes or finals, are conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor

that in writing this examination I have neither given aid of any kind nor received aid from any source."

The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the student council any irregularity or evidence of dishonesty that may have been observed during the period of examination. The committee carefully weighs the evidence submitted and makes such additional investigation as it deems necessary. When it finds a student guilty of dishonesty, it reports the fact to the faculty with a recommendation for punishment.

## Grading System

In determining a student's rank, the combined marks of daily recitations, quizzes, articles, and reports count as two thirds, and the final examination as one third in the standing for the semester. Ranks are designated by the letters A, B, C, D, E, F. A stands for numerical markings 100-91; B, 90-84; C, 83-77; D, 76-70; E, 69-60; F, 59-0.

A student whose **daily** grades average F is not permitted to take the final examination. A student whose **semester** grade is F receives no credit for the course. If the study is an elective, he must either take it again, or take some other course in its place. Students who fail in a study will in no case be permitted to take another examination. Absence from quizzes or examinations, unless excused, is equivalent to a failure.

The letters "Inc." on a student's card signify that the grade has been withheld because the work of the course has not been fully completed. Unless the work is brought up and the grade reported within ten weeks

of the beginning of the next semester that the student is in college, the grade becomes a condition, and is so recorded.

The student whose semester grade is E, must pass a second examination to obtain credit in that subject. He may pass this examination at any of the regular examination periods during the next semester in college. Otherwise the condition is changed to a failure.

### **Delinquent Students**

Students who are doing unsatisfactory work are called before the committee on delinquent students. Unless very good reasons are given for their delinquency, they are either put on a strict probation for a stated time, or are dropped from the college, as the conditions may warrant. If a student fails to fulfill the terms of his probation, he is dropped from the college. The usual times for dropping such delinquents are just before the Christmas vacation, and at the end of either semester.

### **Reports**

Every teacher reports three times a semester to the president, on blanks prepared for the purpose, the standing of each student in his classes, together with the number of his absences. When a student is falling behind in his work, he is notified and counselled to bring up his standing. If the failure continues two months in succession, his parents or guardians are notified.

A report of the grades of each student is sent to his parents or guardian at the close of each semester. During the first year of his residence at college, re-

ports are also sent to the principal of the high school from which the student comes. Special reports will be given at any time on request.

## Consultation Hours

In order to be as helpful as possible to students every instructor has two or more consultation hours every week, when he will be pleased to meet students and to talk with them about the work they are doing in his department, or about any other matters on which they may wish his counsel. Students are urged to avail themselves of this privilege, since thus they can come to know their instructors more intimately and receive from them assistance of much value. Perhaps nothing is more beneficial in college life than the student's contact with teachers of wide learning and high ideals of a moral and religious character.

## Honors

Honors in scholarships may be obtained by special excellence in the work of the course and by special work and high grades in a particular department. The names of students who receive honors are published in the annual catalogue.

**Honor Standings.**—Honor standings are awarded at the close of each academic year, according to the following provisions: At the close of the freshman, sophomore, and junior years, *High Honors* are given those who have attained the grade of 90 in at least eighty per cent of their hours, without falling below 80 in any course. *Honors* are given to those who have attained a grade of 90 in at least sixty per cent of their hours, without falling below 80 in any course.



Seniors will be graduated with the honors *cum laude*, *magna cum laude*, and *summa cum laude*. Those who, during their sophomore, junior, and senior years (1) have maintained a grade of 90 in not less than fifty per cent of the courses required for graduation, including all courses in their major and minor subjects and all courses offered to meet group requirements, and (2) have not fallen below 80 in more than two per cent of such subjects, will be graduated *cum laude*. Students who, during the last three years of their college work, (1) have maintained a grade of 90 in two thirds of the courses required for graduation, including all courses in their major and minor subjects and all courses offered to meet group requirements, and (2) have not fallen below 80 in any course, will be graduated *magna cum laude*. The distinction of *summa cum laude* is reserved for unusual excellence, and cannot be awarded if a student has fallen below 90 in more than ten per cent of his courses during the last three years of his work. It is bestowed by a special vote of the faculty.

**Honor Courses.**—Special honors are granted as an incentive to students of exceptional ability in some particular department to specialize more extensively than would be possible in the regular course. Students who have taken honor courses will be thus better prepared to enter upon professional or graduate work. Such students will receive at graduation a diploma designating them as honor graduates, and their names will be published in the catalogue as such.

Special honors are granted at graduation on the following conditions:

(1) In addition to the twenty-four hours required for the major, eight hours must be taken in work

designated as honor courses in different departments.

(2) These eight hours must be pursued in addition to the one hundred twenty hours required for graduation.

(3) An average of ninety per cent must have been attained in the major and the eight hours of honor courses.

## Degrees

The College of Liberal Arts grants but one bachelor's degree, the bachelor of arts, which is bestowed on the fulfillment of the following conditions:

1. The candidate must have completed one hundred and twenty semester hours, including the studies designated as required in the several groups.

2. He must also have obtained 120 "points." A grade of A in **each** semester hour grants three "points" toward graduation; B, two; C, one, and D, none.

3. He must have obtained an average grade of B in his major.

An exception is made in the case of graduates of Wisconsin state normal schools who have not taken foreign languages. For these a special course leading to the degree of bachelor of philosophy is outlined.

The degree of bachelor of music will be conferred upon those students who fulfill the requirements of the faculty for this degree. These requirements are stated in the paragraph on degrees in that part of the catalogue given to the Conservatory of Music.

## Master's Degree

Graduate work may be pursued for the degree of master of arts.

This degree will be conferred upon graduates of Lawrence or of any college of recognized standing, who shall have completed one year's resident graduate work.

The following requirements must also be fulfilled:

1. The candidate must present thirty hours of credit in advanced courses previously approved by the heads of the departments concerned.

2. Not less than half the time may be devoted to a major subject, and at least one third of the time shall be given to one, or at most two, minor subjects. One of the minor subjects shall be allied with the major.

3. As a prerequisite to entrance upon a graduate major or minor, an undergraduate major or minor respectively is required.

4. The candidate shall present a typewritten thesis on a subject assigned by the head of the department in which he does his major work. This shall constitute not less than four hours of the time allotted to his major subject. It must be in the hands of the head of the department not later than May 1, and must be approved by him before the candidate is recommended for the degree.

5. Examinations, which may be taken as each subject is completed, are required. Persons doing graduate work are charged the same fees as undergraduate

students. Graduate courses for degrees other than the master's are not given.

## **Honorary Degrees**

Honorary degrees are granted by the trustees on the recommendation of the faculty, but subject to a limitation stated by the by-laws of the board, which reads as follows: "Honorary degrees shall be bestowed only on persons of marked scholarly attainments, as evidenced by published works, or upon persons who have attained to especially conspicuous positions in church or state." Petitions for the bestowment of honorary degrees are not received.

## **Correspondence Work**

No correspondence courses are offered by the college. For the present, correspondence work may be taken by Lawrence students at the universities of Chicago and Wisconsin, under the following conditions:

1. Not more than sixteen hours of correspondence work for credit will be recognized by the college, and not more than ten may be taken in any one department.

2. No correspondence work is allowed students while in residence at the college.

3. Grades received in correspondence courses taken at the universities of Chicago and Wisconsin will be recorded and treated for all purposes the same as grades received in residence.

4. If any student studies a course privately while not in residence at the college, and if the professor

offering the course at Lawrence is satisfied that the work has been done thoroughly, then upon the written recommendation of the professor, the student adviser may allow the student in the first semester in which the course is offered following his private study, to repeat the same course, registering him for extra work,—above what he would otherwise be allowed—to the amount of one half the credit due the course, the student to be given the benefit of any fractional hour.

### **State Teachers' Certificates for Graduates**

The state department of public instruction will issue certificates to Lawrence graduates provided they have completed the required work in education and psychology and are recommended by the college. In order to meet these requirements and to be recommended by the college for this certificate, students must have completed the following work: psychology 1, four hours; education, seven hours; and a departmental teachers' course in major or minor subject, two hours or an additional two hour course in the department of education.

The blanks required for making application for a teacher's certificate are furnished by the state superintendent on request. A student filling out and returning these blanks with a statement of his work from the registrar will receive a license to teach one year in any public school in Wisconsin. This license is renewable for the same period after a year of successful teaching. After a second year of successful teaching on a license of this kind, the teacher receives a certificate valid for life, a so-called "Unlimited State Certificate."

A graduate of the college who has not had the required amount of work in psychology and education may receive a certificate with certain conditions, recently announced by the state board of examiners. The announcement is as follows:

“(1) A student who graduates with creditable standing and who presents satisfactory testimonials of probable success in teaching will receive a license without the requirement of any professional subjects; (2) before renewal of the license the licensee must, by passing an examination, or by study at a recognized institution, obtain the equivalent of six credits in psychology and pedagogy; (3) before the life certificate is issued the entire twelve credits (three in psychology, nine in pedagogy) or their equivalent, must be earned.”

“In addition to insisting on a prompt bona fide beginning in the satisfaction of the professional requirements, the board has lately defined the distribution of the work within the twelve credits. One-fourth of the credits, neither more nor less, must be in modern psychology of college grade.”

While it is not advised, it sometimes happens that undergraduates who have completed two or three years of collegiate work, desire to teach before completing their college course. In order to be recommended by the college to the state board of examiners for a permit, such students must have completed fourteen hours in the major subject to be taught in the high school, ten hours in a second subject, four hours in psychology and have completed two courses in education, one of which must be Secondary Education or Principles of Teaching.



## **Teachers' Appointment Committee**

Some years ago a committee was appointed to assist former graduates and students about to graduate to secure positions as teachers in colleges, academies, and the public schools. Its work has been eminently satisfactory, many persons having found excellent positions through its agency. A careful investigation is made concerning vacancies, and candidates are placed before the appointing authorities with full information and recommendations. It has been difficult to supply the applications that have come in for teachers, especially in science and mathematics. Interested persons should address Dean C. W. Treat.

## **Credit in Other Institutions**

An agreement has been entered into between Lawrence and the University of Wisconsin whereby both institutions have the same entrance requirements and the same list of accredited schools. Either institution will accept in full credits from the other, provided that credits of low grade are subject to deduction, and that credits gained in the freshman year, in courses not open to freshmen in the other institution, will not be accepted at full value.

The bachelor's degree from Lawrence is accepted as admitting to graduate work in the best universities of this country, and as a result of the excellent record of our students in many such institutions, it is becoming increasingly easy to secure substantial fellowships for those who wish to enter upon graduate work.

Lawrence graduates, who wish to pursue professional study after graduation, are allowed extra credits in the schools of Agriculture, Engineering, Pharmacy,

and also in other departments of the University of Wisconsin. Similar arrangements to grant advanced standing have also been made by Northwestern University, and by some other professional schools. The Garrett Biblical Institute, the School of Theology of Boston University, and Drew Theological Seminary grant sufficient advanced credit to those students who have taken courses in Greek, Hebrew, history, philosophy, religion, and Biblical literature, so that they may graduate in two years.

### **State Library School**

To accommodate those who desire to prepare for library work arrangements have been made with the State Library School that such students who have obtained one hundred hours of credit at Lawrence may complete the one hundred and twenty hours required for graduation by taking the one year's course in the State Library School. They will thus receive their degree from Lawrence and the certificate of the Library School in four years, providing they have taken the proper subjects in both institutions. Any person wishing this work will have to take the entrance examinations of the Library School which are held the second Friday in June. The candidate must also have had at least one month in actual work in an approved library, and must be skillful in the use of the typewriter.

The Library School also offers a special course of training for legislative and municipal reference work and the various sociological phases of library service. The course is intended for college graduates with special aptitude and personal qualifications for the type of library service.

## ADMISSION TO THE COLLEGE

### Conditions

Admission to the college is by examination or by certificate from accredited schools.

The regular examinations for admission occur on the Tuesday preceding the beginning of the first semester. Examinations are also held on the first Saturday of the second semester, at 9 o'clock a. m., to accommodate those who enter at that time.

On the presentation of certificates giving their standings, graduates of any school that has been approved by the faculty may be admitted to the college without examination, except that every student must submit to a test in English which consists of writing a theme on some familiar subject. This test is held at 2:00 p. m. on Monday, the first day of registration. These certificates must show in detail the studies pursued by the applicant in preparation for college, and should bear the recommendation of the principal. Blank forms for credentials may be had on application to the registrar.

Certificates should be sent by the principal direct to the registrar as early as August 15, that they may be examined and the student's classification determined before the opening day of the college year. Delay and confusion will thus be avoided.

Certificates are accepted in lieu of examinations only in so far as the subjects correspond in quantity and quality to those prescribed for admission, or are their full equivalent. It is understood also that if the student is found, after a fair trial, to be so deficient in any study for which credit has been given him that

he cannot profitably continue in the class assigned, he may be remanded to such a class in that subject as he is prepared to enter; but the classification to which his certificate has admitted him is not changed.

All candidates for admission must present satisfactory testimonials of good moral character, and, in addition, certificates of regular dismissal will be required from those who have been students in other colleges.

## Requirements for Entrance

Students are admitted to the College of Liberal Arts on the basis of units offered. A unit is understood to mean a subject pursued for forty-five minutes, five times a week, for one year, or an equivalent of that amount of work. Subjects closely related and not having been pursued for an entire year, may be combined so as to equal a whole unit: as, physiology, zoology, etc. A subject coming three times a week for a year and a half may be counted as a unit.

Fifteen units are required for admission, nine of which are required and six are elective.

### I. The following subjects are required of all:

English .....	3 units
Foreign Language .....	2 units
History, including Social Science.....	1 unit
Mathematics .....	2 units
Natural Science .....	1 unit

II. In addition to the requirements under I, six units must be offered from the following elective subjects:

Agriculture .....	$\frac{1}{2}$ to 1 unit
Botany .....	$\frac{1}{2}$ to 1 unit
Chemistry .....	1 unit

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Civics .....	1½ unit
Commercial Geography .....	1½ unit
Commercial Subjects .....	2 units
Drawing .....	1½ to 1 unit
Domestic Science .....	1½ unit
Economics .....	1½ unit
English Composition .....	1 unit
English Literature .....	1 unit
French .....	1 to 4 units
German .....	1 to 4 units
Greek (Grammar, Lessons, and <i>Anabasis</i> )....	2 units
Greek (Homer's <i>Iliad</i> ).....	1 unit
History .....	1 to 3 units
Latin (Grammar, Lessons, and Cæsar).....	2 units
Latin (Cicero) .....	1 unit
Latin (Vergil and Ovid).....	1 unit
Manual Training .....	1 unit
Mathematics (Algebra) .....	1 unit
Mathematics (Advanced Algebra).....	1½ unit
Mathematics (Plane and Solid Geometry)..	1½ units
Mathematics (Plane Trigonometry) .....	1½ unit
Physics .....	1 unit
Physiography .....	1½ to 1 unit
Physiology .....	1½ unit
Psychology .....	1½ unit
Theory and Art of Teaching.....	1½ unit
Zoology .....	1½ to 1 unit

**Limitations.**—Not more than four of the required fifteen units will be accepted for admission in any one subject, and not more than four units may be selected from manual training, drawing, domestic science, or commercial or other vocational subjects. If no more than two units of foreign language are offered, in order to meet the language requirements for entrance they must be in one language only. If but one unit of foreign language is offered, it will be accepted in making up the fifteen units, but it will not be considered in any sense, even in part, as meeting the language requirements.

**Admission without Foreign Language.**—Students entering the college are advised to present Latin, or Latin and a second foreign language, to the extent of

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at least four units. Students may be admitted, however, without any foreign language under the following conditions: (1) They must offer fifteen units subject to all the limitations heretofore stated, except that the two units of foreign language specified above as required of all may be replaced by two units of any elective subject or subjects. (2) They must complete 32 hours of foreign language before graduation, eight hours of which must be without credit. Those electing the pre-engineering group, or the special chemistry group, of studies need elect but 24 hours.



## SUBJECT OUTLINE OF REQUIREMENTS

### English

The entrance requirements in English involve work in grammar, composition, rhetoric, and literature.

**Grammar.**—The student should be prepared to state intelligently the essential principles of grammar; he should be familiar with the parts of speech, their inflections and uses; and he should be ready and accurate in the analysis of sentences.

**Composition.**—The high-school composition should aim at giving the student power to express his thoughts clearly and accurately on paper. Correct spelling, punctuation, and capitalization are essentials. It is expected that the student should have prepared under the direction of a competent instructor one or more written exercises every week for at least three years. A sufficient number of these exercises should be corrected by the teacher and revised by the student to secure the desired accuracy. The subjects upon which the student writes should not be drawn exclusively from literature; a considerable portion of them should be so distributed as to give proper training in the four forms of composition.

**Rhetoric.**—The student should be grounded in the essentials of rhetoric, but those principles should receive emphasis that are most likely to be of service to him in practical writing, such as the principles of sentence structure, paragraphing, the outlining of the essay, the choice and arrangement of words, the unity and coherence of the sentence and the paragraph, and the simpler qualities of style.

**Literature.**—The aim of literature is to foster in the student the habit of intelligent reading and to develop in him a taste for good literature by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

## I. BOOKS PRESCRIBED FOR READING

I. **Classics in Translation** (two to be selected): The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Aeneid*. (The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.) For any selection from this group a selection from any other group may be substituted.

II. **Shakspeare** (two to be selected): *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Caesar*, *Macbeth*, *Hamlet*. Of the last three, only two may be chosen, because one must be selected in Group I of the books prescribed for study.

III. **Prose Fiction** (two to be selected): *Malory's Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress* (Part I); Swift's *Gulliver's Travels* ("To Lilliput" and "To Brobdingnag"); Defoe's *Robinson Crusoe* (Part I); Goldsmith's *Vicar of Wakefield*; Frances Burney's *Evelina*; any one of Scott's, Jane Austen's, Thackeray's, George Eliot's, Cooper's, or Dickens's novels; Maria Edgeworth's *Castle Rackrent* or *The Absentee*; Mrs. Gaskell's *Cranford*; Kingsley's *Westward Ho!* or *Hereward the Wake*; Reade's *Cloister and the Hearth*; Blackmore's *Lorna Doone*; Hughes's *Tom Brown's School Days*; Stevenson's *Treasure Island*, *Kidnapped*, or *The Master of Ballantrae*; Poe's selected *Tales*; Hawthorne's *House of the Seven Gables*, *Twice-Told Tales*, or *Mosses from an Old Manse*; a collection of short stories by various standard writers.

IV. **Essays, Biography, Etc.** (two to be selected): The *Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages); selections from Boswell's *Life of Johnson* (about 200 pages); Franklin's *Autobi-*

ography; selections from Irving's *Sketch Book* (about 200 pages) or Irving's *Life of Goldsmith*; Southey's *Life of Nelson*; selections from Lamb's *Essays of Elia* (about 100 pages); selections from Lockhart's *Life of Scott* (about 200 pages); Thackeray's *English Humorists* (lectures on Swift, Addison, and Steele); any one of Macaulay's essays on Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, or Madame d'Arblay; selections from Trevelyan's *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies*, or about 150 pages of selections from Ruskin; Dana's *Two Years before the Mast*; selections from Lincoln, including at least the two inaugural speeches, the speeches in Independence Hall and at Gettysburg, his last public address, and his letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman's *Oregon Trail*; Thoreau's *Walden*; selected essays of Lowell (about 150 pages); Holmes' *Autocrat of the Breakfast Table*; Stevenson's *Inland Voyage and Travels with a Donkey*; Huxley's *Autobiography* and selections from his *Lay Sermons*, including the addresses *On Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of letters by various standard writers.

V. **Poetry** (two to be selected): Palgrave's *Golden Treasury* (First Series [Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns]); Palgrave's *Golden Treasury* (First Series [Book IV, with special attention to Wordsworth, Keats, and Shelley, if not chosen under the poetry prescribed for study]); Goldsmith's *Traveler* and *Deserted Village*; Pope's *Rape of the Lock*; a collection of English and Scottish ballads; as, for example, some Robin Hood ballads, the "Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection of later ballads; Coleridge's *Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron's *Childe Harold* (Canto III or IV) and "The Prisoner of Chillon;" Scott's *Lady of the Lake* or *Marmion*; Macaulay's *Lays of Ancient Rome*, "Battle of Naseby," "The Armada," "Ivry"; Tennyson's *Princess*, or "Gareth and Lynette," "Lancelot and Elaine," and "Passing of Arthur"; Browning's "Cavaller Tunes," "Lost

Leader," "How They Brought the Good News from Ghent to Aix," "Home Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Hervi Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "Patriot," "De Gustibus—," "Pied Piper," "Instans Tyrannus"; Arnold's *Sohrab and Rustum* and *Forsaken Merman*; selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

## II. BOOKS PRESCRIBED FOR STUDY

I. **Drama** (one to be selected): Shakspeare's *Julius Caesar*, *Macbeth*, *Hamlet*.

II. **Poetry** (one to be selected): Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's "Coming of Arthur," "Holy Grail," and "Passing of Arthur"; selections from Wordsworth, Keats, and Shelley in Palgrave's *Golden Treasury* (First Series, Book iv.)

III. **Oratory** (one to be selected): Burke's *Speech On Conciliation with America*; Macaulay's two speeches *On Copyright* and Lincoln's speech at Cooper Union; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

IV. **Essays** (one to be selected): Carlyle's *Essay on Burns*, with a selection from Burns's poems; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

## History, Civics, and Economics

Students may offer any one or more of the following units of history and civics:

Ancient History (Greek and Roman) (1 unit).

Medieval and Modern History (1 unit).

American History (1 unit).

Civics ( $\frac{1}{2}$  unit).

English History (1 unit).

Economics, or Social Science (1 unit).

## Mathematics

1. **Algebra** (1 Unit).—The requirements in algebra include the following topics: the fundamental operations, factoring, common divisors and multiples, simple equations of one or more unknown quantities, involution, evolution, radicals, fractions, and quadratic equations.

2. **Advanced Algebra** ( $\frac{1}{2}$  Unit).—Simultaneous equations, ratio and proportion, graphical representation, binomial theorem for positive integral exponents, and logarithms, including the use of the table in simple numerical work.

3. **Plane and Solid Geometry** (1 Unit).—A combination course in plane and solid geometry, including the simpler parts of both. This is preferred when only one unit of geometry is offered.

4. **Plane Geometry** (1 Unit).—A more extensive and intensive study of plane geometry extending throughout the year.

5. **Solid Geometry** ( $\frac{1}{2}$  Unit).—A half-year of solid geometry, following a year of plane geometry, will be credited a half-unit.

6. **Trigonometry** ( $\frac{1}{2}$  Unit).—Solution of right and oblique plane triangles, trigonometric equations and familiarity with the use of logarithmic and trigonometric tables.

Additional credit, not to exceed a total of four units in mathematics, will be given those who have had further work in algebra, trigonometry, or surveying.

## Science

### 1. BIOLOGY:

(a) **Botany** (1 Unit).—Either of the following books should prove satisfactory as a text-book: Andrews "Practical Course in Botany" (American Book Co.); Bergen and Caldwell's "Practical Botany" (Ginn); Coulter's "Plant Life and Plant Uses" (American Book Co.); or Atkinson's "Botany



for Schools" (Holt). Payne's "Manual of Experimental Botany" is suggested as a suitable guide for the laboratory work.

(b) **Zoology** (1 Unit).—Jordan, Kellogg, and Heath's "Animal Studies" (Appletons) or Linville and Kelly's "Text-book of General Zoology" (Ginn) will be found adequate as text-books when accompanied by a suitable laboratory manual.

(c) **General Biology** (1 Unit).—In schools where it is desired to combine Botany and Zoology in a single year of work Hunter's "Essentials of Biology" or "Civic Biology" (American Book Co.) will be found useful as texts. Sharpe's "Laboratory Manual in Biology" (American Book Co.) is well adapted to be used by pupils of high-school age.

(d) **Physiology**.—In schools where only a half year is devoted to this subject it should, if possible, be preceded by a course in zoology or biology. Eddy's "Text-book in General Physiology" (American Book Co.), or Walter's "Physiology and Hygiene for Secondary Schools" are suggested as satisfactory text-books. In schools where it is desired to unite Zoology and Physiology in a year of work Kellogg's "Animals and Man" (Holt) is recommended.

2. **CHEMISTRY** (1 Unit).—A year's work in descriptive chemistry, covering both metals and non-metals and divided about equally between the class room and the laboratory. A careful record of experiments should be kept and presented for inspection at the time of examination. Some such text as Remsen's *Introduction to the Study of Chemistry*, with the manual, comprises the work required.

3. **PHYSICS** (1 Unit).—One year's work in elementary physics. The work should be essentially that outlined in the requirements of the North Central Association of Colleges and Secondary Schools, and is satisfactorily covered by the better text-books in elementary physics. The laboratory note-book should be presented by candidates for admission.

4. **PHYSIOGRAPHY** ( $\frac{1}{2}$  Unit).—This course should include: (1) principles as presented in the best recent text-books; (2) field study, with records of field trips; (3) ability to use topographic maps, weather charts, etc.



## Vocational Subjects

Students may offer not more than four units in manual training, domestic science, agriculture, or commercial and other vocational subjects, the work to be of the character and amount outlined in the annual report of the North Central Association of Colleges and Secondary Schools.

### Latin

#### I. AMOUNT AND RANGE OF READING REQUIRED

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, should be not less in amount than Caesar, *Gallic War*, I-IV; Cicero, the *Orations against Catiline*, *For the Manilian Law*, and *For Archias*; and Vergil, *Aeneid*, I-IV.

2. The amount of reading specified above should be selected by the schools from the following authors and works: Caesar's *Gallic War* and *Civil War* and Nepos's *Lives*; Cicero's orations, letters, and *De Senectute*; Sallust's *Catiline* and *Jugurthine War*; Vergil's *Bucolics*, *Georgics*, and *Aeneid*; and Ovid's *Metamorphoses*, *Fasti*, and *Tristia*.

#### II. SUBJECT AND SCOPE OF THE EXAMINATIONS

1. **Translation at Sight.**—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. **Prescribed Reading.**—Candidates will be examined also upon the following prescribed reading: Cicero, *Orations for the Manilian Law* and *For Archias*; Vergil, *Aeneid*, I, II, and either IV or VI, at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed readings are set for translation, will contain also one or more passages for translation at sight; and candidates must deal

satisfactorily with both these parts of the paper, or they will not be given credit for either part.

**3. Grammar and Composition.**—The examination in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

## Greek

**1. Greek Grammar.**—Any standard Greek grammar, including prosody.

**2. Xenophon's "Anabasis."**—Four books.

**3. Homer's "Iliad."**—Three books.

**4. Greek Prose Composition.**—Pronunciation according to written accents.

**5. Sight Translation.**—Students will be tested in reading easy Greek at sight.

## German

The admission requirements in German are those recommended by the Modern Language Association of America.

**1.** The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read (1 unit).

**2.** The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories

and plays, practice in translating into German the substance of short and easy, selected passages, and continued drill upon the rudiments of grammar (1 unit).

3. The work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language (1 unit).

## French

The admission requirements in French are those recommended by the Modern Language Association of America.

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with constant practice in translating easy variations of the sentences read, and the writing of French from dictation (1 unit).

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts—sometimes oral and sometimes written—of portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences (1 unit).

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation (1 unit).

## **Advanced Credit**

Any student who wishes advanced credit for work done in secondary schools, in addition to the fifteen units required for entrance, must take an examination on the study for which he desires credit. If he succeeds in the examination, he will be given as many hours of college credit, less one half, as the subject was credited in the secondary school.

Students who have taken part of their work in other institutions of college rank will be admitted to advanced standing on the basis of the certificates of standing they present. Such persons must bring with them letters of honorable dismissal and testimonials of good character.

## **Accredited Schools**

Graduates from high schools that have been accredited, will be admitted without examination in the courses for which credit is given. Certificates should be forwarded before August 15 by the principal of the high school in which the student has taken his work, giving a detailed statement of his studies and standings. Blanks for this purpose may be secured by writing to the registrar. Students from academies or from high schools outside the state will be admitted by presenting standings equal to the entrance requirements, providing such schools are accredited at the state university of the state in which they are located. In such cases, however, the faculty reserves the right to examine and reclassify the student if his work in this institution shows defective preparation.

The following is a list of the schools which this institution has placed on its accredited list:

Abbotsford	Cobb
Albany	Colby
Algoma	Columbus
Alma	Crandon
Alma Center	Cuba City
Almond	Cumberland
Almery	Darien
Amherst	Darlington
Antigo	Deerfield
Appleton	De Forest, Windsor Township
Arcadia	Delafield, St. Johns Military Academy
Arena	Delavan
Argyle	De Pere
Ashland	Dodgeville
Ashland, Northland Academy	Durand
Athens	Eagle River
Augusta	East Troy
Baldwin	Eau Claire
Bangor	Edgar
Baraboo	Edgerton
Barron	Elkhorn
Bayfield	Ellsworth
Beaver Dam	Elmwood
Beaver Dam, Wayland Academy	Elroy
Belleville	Endeavor Academy
Belmont	Evansville
Beloit	Evansville Seminary
Benton	Fairchild
Berlin	Fennimore
Birchwood	Fifield
Black Earth	Florence
Black River Falls	Fond du Lac
Blair	Fond du Lac, Grafton Hall
Blanchardville	Fort Atkinson
Bloomer	Fountain City
Bloomington	Fox Lake
Blue River	Frederick
Boscobel	Galesville
Brandon	Genoa Junction
Brillion	Gillett
Brodhead	Glenbeulah
Brooklyn	Glenwood
Bruce	Goodman
Burlington	Grafton
Butternut	Grand Rapids
Cadott	Grantsburg
Cambria	Green Bay, East
Cambridge	Green Bay, West
Camp Douglas	Green Bay, St. Joseph's Academy
Cashton	Green Lake
Cassville	Greenwood
Cedarburg	Hammond
Cedar Grove, Wisconsin Memorial Academy	Hancock
Chetek	Hartford
Chilton	Hartland
Chippewa Falls	Hayward
Chippewa Falls, McDonnell Memorial High School	Hazel Green
Clear Lake	Highland
Clinton	Hillsboro
Clintonville	Hixton
	Hollandale

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Mineral Point	Holmen
Minocqua	Horicon
Mondovi	Hudson
Monroe	Hudson, Galahad, a School for
Montello	Boys
Montfort	Humbird
Monticello	Hurley
Mountain	Independence
Mount Horeb	Iola
Mukwonago	Iron River
Muscoda	Janesville
Necedah	Jefferson
Neenah	Juda
Neillsville	Juneau
Nekoosa	Kaukauna
New Holstein	Kendall
New Lisbon	Kenosha
New London	Kewaskum
New Richmond	Kewaunee
North Crandon	Kiel
North Fond du Lac	Kilbourn
Norwalk	La Crosse
Oakfield	Ladysmith
Oconomowoc	La Farge
Oconto	Lake Geneva
Oconto Falls	Lake Mills
Omro	Lancaster
Onalaska	Linden
Ontario	Little Chute
Oregon	Livingston
Osceola	Lodi
Oshkosh	Lone Rock
Owen	Loyal
Palmyra	Madison
Pardeeville	Madison, Sacred Heart Academy
Park Falls	Madison, Wisconsin Academy
Pepin	Madison, Wisconsin, High School
Peshigo	Manawa, Little Wolf
Pewaukee	Manitowoc
Phillips	Marinette
Plainfield	Marion
Platteville	Markesan
Plymouth	Marshall
Portage	Marshfield
Port Washington	Mattoon
Poynette	Mauston
Prairie du Chien	Mayville
Prairie du Chien, Keewatin Aca-	Mazomanie
demy	Medford
Prairie du Chien, St. Mary's Aca-	Mellen
demy	Menasha
Prairie du Sac	Menomonee Falls
Prescott	Menomonie
Princeton	Merrillan
Racine	Merrill
Racine College Grammar School	Middleton
Randolph	Milton
Redgranite	Milton College Academy
Reedsburg	Milton Junction
Reeseville	Milwaukee, East Division
Rewey	Milwaukee, North Division
Rhineland	Milwaukee, South Division
Rib Lake	Milwaukee, Washington High
Rice Lake	School
Richland Center	Milwaukee, West Division
Rio	Milwaukee-Downer Seminary
Ripon	Milwaukee, German-English Aca-
River Falls	demy



Roberts	Verona
Rosendale	Viola
St. Croix Falls	Viroqua
Sauk City	Wabeno
Seneca	Waldo
Sextonville	Walworth
Seymour	Washburn
Sharon	Waterford
Shawano	Waterloo
Sheboygan	Watertown
Sheboygan Falls	Waukesha
Shell Lake	Waukesha, Carroll College Acad-
Shiocton	emy
Shullsburg	Waunakee
Sinsinawa, St. Clare Academy	Waupaca
Soldiers Grove	Waupun
South Milwaukee	Wausau
Sparta	Wausaukee
Spooner	Wautoma
Spring Green	Wauwatosa
Spring Valley	West Allis
Stanley	West Bend
Stevens Point	Westboro
Stratford	Westby
Stoughton	West De Pere
Sturgeon Bay	Westfield
Sun Prairie	West Salem
Superior	Weyauwega
Superior, Nelson Dewey	Whitehall
Thorp	Whitewater
Tigerton	Wild Rose
Tomah	Wilmot
Tomahawk	Wilton
Trempealeau	Wittenberg
Two Rivers	Winneconne
Union Grove	Wonewoc
Unity	

## The North Central Association List

Graduates of schools accredited by the North Central Association of Colleges and Secondary Schools, and not in the college list of accredited schools, will be admitted upon the same terms as graduates of schools directly accredited by the college.

## THE COURSES OF STUDY

For the particular courses offered by each department, see the next general heading, Description of Courses.

### Selection of Courses

1. Students are required to take fifteen hours per semester for full work or thirty hours per year. No student is permitted to take less than fourteen or more than sixteen hours without permission of the faculty.

A Semester Hour is one recitation, or class exercise, one hour in length, for each week throughout a semester. Two and a half hours of laboratory work are equivalent to one recitation hour. As already stated, one hundred and twenty semester hours are required for graduation.

2. Each student is placed under an adviser and must select his studies by the adviser's counsel and direction. The adviser to whom he must go, is indicated by the following schedule, in which the letters stand for the initial letter of the student's surname:

A, C.—Professor Fairfield.

B.—Professor Treat.

D, E.—Professor Wright.

F, G, Ha.—Professor Farley.

He, I.—Professor Youtz.

J, K.—Professor Lymer.

L, Ma.—Professor Baker.

Mc.—Professor Mullenix.

N, P, Q.—Professor Naylor.

O, R.—Professor Bagg.

S-Sn.—Professor Rogers.

So, T.—Professor Trever.

U, V, We.—Professor Kinsman.

Wh, X, Y, Z.—Professor Custer.

Graduates and Special Students—President Plantz.

3. When a student has selected a study continuing through more than one semester, he may not receive credit for it until he has completed the full work, unless excused by the faculty.

## Freshman Studies

### I. Required

- a. English 1 and 2 throughout the year.
- b. Eight hours of foreign language.
- c. Six hours of mathematics for those majoring in chemistry or physics.
- d. Two hours of physical training for which no credit is given toward graduation.

### II. Elective

Students must select from the following courses a sufficient number to make a total of 30 hours. In the choice, attention should be given to the requirements for the different groups noted under Sophomore, Junior and Senior studies, and to future majors and minors.

Art History 1.

Biblical Literature, 1, 2.

Biology 1-2.

Botany, 1-2.

Chemistry 1-2.

Commerce 1-2.

Engineering 1-2.

English 9-10.

French 1-2, 3-4, 5-6.

Geology, 1, 2-3.

German 1-2, 3-4.

Greek 1-2, 3, 4.

History 1-2, 5-6.

Latin A, B, 1-2, 3-4.

Mathematics 1, 2, 4.

Physics 1.

Spanish 1-2.

Zoology 1-2.

## Sophomore, Junior, and Senior Studies

### A. Required—

1. The various courses offered in the college are arranged in seven groups. Each candidate for a degree must satisfy the following group requirements:

**Group I. Ancient and Modern Languages and Literature, including Greek, Latin, Hebrew, German, French, and Spanish.**—Requirements: Sixteen semester hours must be selected from this group by those who have offered four units or more of foreign language at entrance; twenty-four semester hours, by those who have offered two or three units of language at entrance; thirty-two semester hours by those who have offered one unit of language, or none, eight hours which are not counted toward graduation. Students taking the special chemistry course or the pre-engineering, are permitted to deduct eight hours from the preceding requirements.

**Group II. English, including Public Speaking.**—Requirements: Twelve hours must be elected in this group, six of which must be rhetoric and two public speaking.

**Group III. History and Social Sciences.**—Requirements: Twelve hours must be elected in this group, at least six of which must be history. Students whose major is in some line of natural science are required to elect but nine hours, at least three of which must be history.

**Group IV. Mathematics, Engineering, and Astronomy.**—Requirements: Students majoring in any of the

sciences must take six hours in mathematics. Those majoring in Biology or Geology may substitute a year of Chemistry for this requirement.

**Group V. Science, including Physics, Chemistry, Biology, Botany, Zoology, Geology, and Mineralogy.**—Requirements: Eight hours must be elected in this group by students who major in language, literature, or history. Others must elect fourteen.

**Group VI. Philosophy, Psychology, Education, and Religion, including Biblical Literature.**—Requirements: Twelve hours must be elected in this group, three of which must be in Biblical Literature and two in Evidences of Christianity, unless the student belongs to the Roman Catholic or the Jewish church. Students who expect to teach in the public schools of Wisconsin must elect psychology and education to the extent required by the state law.

**Group VII. Music, Art, and Physical Education.**—Requirements: All students not especially excused, must take four hours of physical education, for which no credit toward graduation will be given.

## **2. Major Subject—**

Every student must elect some subject in which he is expected to do his most intensive and extensive work. In choosing this he should regard both his natural aptitudes and his future vocational work. The major shall consist of at least 24 semester hours in one department including the group requirements for that department. Elementary courses in Latin, Greek, French, and German may not be included. No study will be accepted for credit toward the major in which the grade is below B.

### 3. Minor Subject—

Every student must elect a department which is closely related to his major, presenting fourteen hours of credit for graduation.

### B. Electives—

1. **Honor Courses.**—For the statement regarding the election of Honor Courses, see page 74, and under the various departments.

2. **Free.**—After having satisfied all the requirements, both absolute and optional, that are outlined in the foregoing statements, the student must elect for graduation other hours without restriction to a total of 120 exclusive of the requirement in physical education.

## Normal Schools

Students from Wisconsin State Normal Schools who apply for advanced standing on credits received in the college course now given by these institutions will be granted not to exceed sixty semester hours, provided they have fully met the college entrance requirements before taking up their work in the Normal School.

Graduates from the present German and Latin courses of the state normal schools of Wisconsin are granted sixty units of college credit towards the degree of bachelor of arts, provided (1) they fully meet the requirements of the college for graduation; (2) they have completed the college entrance requirements before beginning their normal school work; (3) they have in the normal school selected studies of college



grade; (4) those students who have taken elementary foreign language in the normal school comply with the same language requirements as students entering the college with no foreign language.

Graduates from the advanced courses at the state normal schools are granted sixty semester hours credit toward the bachelor of philosophy degree. In the selection of courses for graduation from Lawrence College at least sixteen hours of foreign language must be chosen.

## DESCRIPTION OF COURSES

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In all the departments odd numbers are used for first semester courses; even for second semester.

**Honor Courses.**—For a description of honor work see page 74.

### **I. Art History and Social Esthetics**

PROFESSOR FAIRFIELD

For a first course, students should elect courses 1, 5, or 21. Course 4 is recommended only to those who have taken course 3, or are expecting to teach Latin. Courses 8 and 10 are of special value to those who are taking their major in modern language.

Other valuable correlations may be made with Greek, English, and History.

**1. Studies in Appreciation.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

The purpose of this course is to introduce the student to the great masterpieces of art and to cultivate in him an appreciation of beauty wherever it may be found.

**2. Studies in Appreciation.**—Second Semester. T. Th., 9:30. Credit, 2 hours.

A repetition of Course 1.

**3. Greek Art.**—First Semester. M. W. F., 10:30. Credit, 3 hours.

The chief interest of the course centers in the major arts of architecture and sculpture. Special attention is given to the great age of Pericles in Athens.

**4. Roman and Medieval Art.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

Roman culture, particularly its architecture and sculp-

ture; the beginnings of Christian art; the great church mosaics; the crafts; the development of architecture, culminating in the Gothic; the Moorish art in Spain and in the Orient.

**5. The Italian Renaissance.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

The causes of the rise of the free cities and free thought in Italy; the art life of Pisa, Florence, and Rome; the various forms of art; the great masters, Giotto, Donatello, Leonardo, Raphael, and Michelangelo; and the great evolution that made them possible.

**6. Venetian and Spanish Painting.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: Art History 5.

A limited field and a special art make possible detailed study. Recommended for juniors and seniors only.

**8. The Northern Renaissance.**—Second Semester. M. W. F., 9:30. Credit, 3 hours.

The content of this course is Flemish, Dutch, and German art from the revival of learning to the present. Naturally, painting is most prominent with the names of Durer and Holbein, Rubens and Van Dyck, Ruisdael, Hals, and Rembrandt.

**9. English and American Art.**—First Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: Art History 1 or 2.

The study of English art is taken up first, and is largely devoted to painting, from Hogarth to the present. The emphasis of the course is laid upon the art of our own country,—the evolution of its architecture, public and domestic; our chief sculptors, with detailed study, of St. Gaudens; painters, with special reference to the more recent.

10. **French Art.**—Second Semester. M. W. F., 10:30. Credit, 3 hours.

A study of all the important forms of art in France from the beginning through the Gothic and the Classical to the Impressionists. Emphasis is placed on the nineteenth century, both for its influence on the art of other nations and for the great names of Delacroix, Corot, Rousseau, Millet, Courbet, Puvis de Chavannes, Barye, Rude, Dalou, and Rodin.

11. **Introduction to Architecture.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

The great periods of architecture and the monumental buildings of each, form the chief topics of the course. The study is developed, not so much from the technical point of view as from that of evolution and appreciation.

20. **The House.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

In this course the general principles of esthetics are applied to the problem of the American home. The main topics treated are house plans, fittings and sanitation, the principles of decoration, and their application to floors, walls, and furniture.

21. **Municipal Art.**—First Semester. M. W. F., 2:30. Credit, 3 hours.

The city plan is considered from the point of view of the city dweller under the heads of architecture, communication, industry, recreation, and communal control. The discussion involves phases of art varying from mere utility to the highest beauty. After the general study of principles and their application in various cities, each student makes a special study of one or more cities and organizes his information into a class report.

## II. Biblical Literature

PROFESSOR NAYLOR

Three hours are required in this department of all protestant students, because a liberal education de-

mands some serious study of the history and literature, law and social science, philosophy and religion of the people whose gifts to the world have been of the greatest dynamic.

Courses 1 to 4 cover the entire Bible, and are designed to contribute to the information, viewpoint and culture that are essential to leadership in the best elements of modern life.

**A Major or Minor** may be taken in Biblical Literature alone, or any of the courses in the Department of Religion may be combined with courses in this department for major and minor requirements.

**Correlated Courses.**—Courses in other departments closely correlated to the thought covered in the Biblical Literature Department, and which should receive the particular attention of those who plan upon entering Christian work are: Art 5; Zoology 3; Education 17; English 47-48; Geology 5-6; Greek 7; History 1-2 and 22; Philosophy 5-6, 8; Sociology 1-2; Religion (See previous paragraph.)

1. **The Life and Times of Christ.**—First Semester. Tu. Th., 10:30. Credit, 2 hours, or, with extra collateral, 3 hours. Especially designed for freshmen.

A survey of the life of Christ in its historical relations; the gospels as a four-fold biography; the teachings of Jesus, their form, content, scope, and application to present day problems.

2. **The Apostolic Age.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours, or, with extra collateral, 3 hours. Especially designed for freshmen.

A study of New Testament literature, in chronological order, from Acts to Revelation, tracing the origin and ex-

pansion of early Christianity in relation to its Jewish and Roman environment.

**3-4. Hebrew History.**—Throughout the year. M. W. F., 10:30 or 11:30. Credit, 6 hours, applied to history requirement if desired. Not open to freshmen.

The study of Hebrew History is fundamental in the interpretation of the literature, law, social science, philosophy and religion of both Old and New Testament Times. The problems of authorship, inspiration, revelation and interpretation more naturally arise, and are more readily settled in Hebrew History than in any other Bible study. This course comprises a survey of Hebrew social, political and religious progress, in relation to contemporary peoples, from the conquest of Canaan by the Hebrews to the conquest of Palestine by the Romans; the rise and development of prophetic, priestly and wisdom literature; the broadening effect of Greek culture after Alexander's conquests; the narrowing effect of the reactions to Jewish exclusivism; the origin and growth of the Messianic hope, and of most of the social and religious ideas and parties which were dominant at the time of Christ.

**5. Literary Study of the Bible.**—First Semester. Tu. Th., 11:30. Credit, 2 hours, or, with extra collateral, 3 hours. Prerequisite: Hebrew History.

A survey of the literary elements in the Bible—lyric, epic, story, idyl, drama—followed by a study of the wisdom literature, the books of Proverbs, Ecclesiasticus, Ecclesiastes, Wisdom of Solomon, and the book of Job.

**6. The Literary Study of the Bible.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours, or, with extra collateral, 3 hours. Prerequisite: Hebrew History.

A study of the prophetic and apocalyptic literature of the Bible, involving a survey of the work and teachings of the prophets and apostles, in their roles as seers, statesmen, social reformers and religious leaders.



**7. The Sociological Study of the Bible.**—First Semester. Tu. Th., 11:30. Credit, 2 hours, or, with extra collateral, 3 hours. Prerequisite: Hebrew History. Not given in 1917-18.

The course includes a study of the evolution of the Hebrew social system from nomadic habits and customs to the inauguration of Jesus' social ideal, "the Kingdom of Heaven."

**8. The Social Teachings of Jesus.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours, or, with extra collateral, 3 hours. Prerequisite: Hebrew History, or the Life of Christ and the Apostolic Age. Not given in 1917-18.

A study of Jesus' teachings touching the social nature of man, the family, society, wealth, the state, and the essential elements of social progress; a comparison of Jesus' social ideal, "the Kingdom of Heaven" with various modern schemes for social betterment: Communism, socialism, anarchism, Trade Unionism, co-operative commonwealth, etc.

### **III. Biological Sciences**

PROFESSOR MULLENIX, ZOOLOGY

PROFESSOR DUPLER, BOTANY

The work in biological science is organized under the departments of Botany and Zoology. The courses in these departments are closely correlated, with a view to giving to students a well balanced knowledge of the fundamental facts and principles of biology in its broad sense, as well as giving proper attention to the details of botany and zoology as such.

A major in botany or zoology must include courses 1 and 2 of the department in which the major is taken, followed by at least 16 hours from more advanced courses selected in conference with the professor in charge. A combination major may be had by

taking Biology 1-2, followed by appropriate courses in botany and zoology.

Honor courses in botany are 3, 4, 5, and 7; in zoology, 3, 5, 6, 7, 8.

**Correlated Work.**—A year of chemistry and a year of physics are strongly advised for students whose major work is in biological science. Students who contemplate graduate work in botany or zoology should acquire a reading knowledge of French and German.

Those who major in biological science with a view to preparing for admission to medical school should take German and French as stated above, and at least a year of Latin, one or two years of Physics, and one, two, or three years of chemistry.

### Biology

1-2. **General Biology.**—Throughout the year. Tu. Th., 8:00. Laboratory, 5 hours per week, Tu. Th., mornings or M. W. afternoons. Credit, 8 hours.

A comparative study of plants and animals as a basis for a consideration of the general principles of biological science. Emphasis is placed upon those aspects of the subject which have a more or less direct bearing upon human interests and progress. A semester is devoted to the study of plants and an equal time to the study of animals, and no credit is given for either unless the other is taken, except by special permission of the professors in charge.

### Botany

1-2. **Plant Morphology.**—Throughout the year. W. F., 11:30. Laboratory, Tu. Th., 1:30-4:00. Credit, 8 hours.

A study of the structure and reproduction of plants from the standpoint of plant evolution, beginning with the simplest

plants and by selected forms illustrating the advances in plant evolution from these simple forms to the most advanced forms of the present flora. The course is intended to give that knowledge of the structure of plants which is essential to a proper understanding of their activities and relations and hence is regarded as fundamental to the more advanced courses.

3. **Ecological Structures.**—First Semester. Tu. Th., 11:30. Laboratory, Friday afternoon and Saturday forenoon. Credit, 4 hours. Prerequisite: Biology 1-2 or Botany 1-2. Alternate years. Given in 1917-1918.

A study of the environment relations of plants with special reference to their effects upon plant structure. Field work will be an important part of the course and will include a consideration of the autumn flora and the early winter aspects of vegetation.

4. **Field Ecology.**—Second Semester. Credit, 4 hours. Prerequisite: Biology 1-2 or Botany 1-2. Alternate years. Not given in 1917-1918.

The factors and phenomena of plant distribution constitute the chief topic of the lectures. Field and laboratory work will be based on a consideration of the flora of various physiographic situations in the region about Appleton, emphasis being laid on the effect of topographic conditions upon the distribution of the flora.

5. **Plant Physiology.**—First Semester. Credit 4 hours. Prerequisite: Biology 1-2 or Botany 1-2. Alternate years. Not given in 1917-1918.

A study of the activities of the living plant; the materials in plants and their income and outgo; absorption, photosynthesis, respiration, transpiration, and other plant processes; soils and their relations to plant growth.

6. **Agricultural Botany.**—Second Semester. Tu. Th., 11:30. Laboratory and field work, Friday after-

noon and Saturday forenoon. Credit, 4 hours. Prerequisite: Biology 1-2 or Botany 1-2. Alternate years. Given in 1917-1918.

Economic plants, their uses and cultivation, with special reference to agriculture; plant products; soil fertility; crop production; principles and applications of plant breeding. Attention is also given to the more elementary aspects of forestry. The laboratory and field work will deal with such phases of plant life as are applicable to agriculture and forestry.

The course is designed primarily for students who expect to take up work in agriculture or forestry, or who expect to teach agriculture in the secondary schools.

**7. Advanced Botany.**—Hours and credit to be determined.

Students who have had sufficient preparation may arrange to do advanced work in some phase of Botany. The work is informal and registration can be made only by the consent of the Professor of Botany.

## Zoology

**1. Invertebrate Zoology.**—First Semester. M. W., 10:30. Laboratory, Tu. Th., 1:30-4:00. Credit, 4 hours.

The morphology, physiology, behavior, and genetic relationships of representative forms of invertebrates.

**2. Vertebrate Zoology.**—Second Semester. M. W., 10:30. Laboratory, Tu. Th., 1:30-4:00. Credit, 4 hours. Prerequisite: Biology 1-2, or Zoology 1.

A comparative study of representative forms of vertebrates, with special emphasis upon the homologies of the systems of organs.

**3. Evolution and Genetics.**—First Semester. M. W. F., 8:00. Credit, 3 hours. Not open to freshmen.

Lectures, assigned readings, reports and discussions.

The earlier weeks of the semester are devoted to a study of the history and proofs of the doctrine of descent, and a criticism of the more prominent theories of species formation. This is followed by a survey of experimental work done in recent years, bearing upon heredity, variation, environmental influences, plant and animal breeding. Attention is given to the possibilities and limitations of the eugenics movement, and to the bearing of biological principles upon social problems.

4. **Animal Physiology.**—Second Semester. M. W. F., 8:00. Laboratory, F., 1:30-4:00. Credit, 4 hours. Alternate years. Not open to freshmen.

Mammalian anatomy, and the physiology of the animal systems of organs. Special attention is given to the functioning of the mechanisms of the human body.

5. **Methods in Histology.**—First Semester. Hours to be arranged. Credit determined by results. Prerequisite: Biology 1-2 or a year course in Zoology.

Practical work in the collection and preservation of biological materials, and in the technique of preparing tissues for microscopic study.

6. **The Nervous and Sensory Systems.**—Second Semester. Hours to be arranged. Credit, 4 hours. Prerequisite: Zoology 2 or 3.

A study of the structure and functions of the nervous and sensory systems of representative invertebrates and vertebrates, involving a presentation of the elementary principles of neurology.

7. **Vertebrate Embryology.**—First Semester. 2 hours recitation and 3 laboratory periods per week. Hours to be arranged. Credit, 5 hours. Prerequisites: Zoology 2 and 5. Not given in 1917-1918.

A study of germ cells, fertilization, cleavage, differentiation. The laboratory work consists, for the most part, of a study of the early stages in the development of the chick.

8. **Problems in Zoology.**—Hours and credit to be determined.

Students who have had the necessary preparation may, at the discretion of the professor, undertake individual work along lines not covered in the regularly outlined courses. The problems undertaken are not of the nature of research, but are calculated to develop the student's power of working independently. A report of the work must be prepared, embodying an appropriate record and discussion of the results obtained.

102. **Teaching of Biological Sciences.**—Second Semester. Hour to be arranged. Credit, 2 hours. Prerequisite: 2 years of work in biological science. Alternate years.

A consideration of the problems and methods of biological instruction with special reference to secondary education. The aims and present tendencies of biological instruction; the content of courses in botany, zoology, and physiology; the choice of text-books and manuals; the equipment and management of laboratories; the collection and preservation of materials. Given by Professors Mullenix and Dupler.

## IV. Chemistry

PROFESSORS YOUTZ AND MR. POPPE

Students choosing chemistry as a major should select courses 1-2 and 3-4 and either 5-6 or 9-10, or both. It is also preferable for them to elect mathematics through calculus, and considerable work in one or more collateral sciences. Those expecting to follow chemistry professionally should select mathematics and collateral sciences as above indicated with courses 1-2, 3-4, 5-6, 9-10, and if possible, 7-8 and 11 in chemistry. The languages best suited for those specializing in chemistry are three years of German and one or two



of French, including the language offered from the high-school.

Students who take honors in the Department of Chemistry must complete, in addition to the major, eight hours of advanced work in the following courses: 5-6, 7-8, 9-10, 11, and such supplementary work as shall be assigned by the head of the department.

**1-2. General Inorganic Chemistry.**—Throughout the year. M. W. F., 9:30. Credit, 10 hours. Prerequisite: Elementary Physics.

By a rather detailed study of oxygen, hydrogen, water, chlorine, and hydrogen chloride, the fundamental characteristics of chemical change, the gas laws, equivalents, formulae, and atomic weights are developed. Following this is a systematic study of the history, occurrence, preparation, properties, and compounds of most of the common elements, during which the ionic hypothesis receives attention. In the latter part of the course elementary testing of metallic and non-metallic ions is considered. Three lectures or recitations, and five hours laboratory work per week.

**3-4. Qualitative Analysis.**—Throughout the year. M. W. F., 11:30. Credit, 8 hours.

A systematic study of the acidic and basic ions, beginning with the simpler compounds and finally analyzing complex mixtures, ores, alloys, and other commercial products. One or two lectures or recitations, and five to eight hours laboratory work per week.

**5-6. Quantitative Analysis.**—Throughout the year. Tu., 11:30. Credit, 8 hours. Prerequisites: Chemistry 1-2 and 3-4.

Preparation of pure sodium chloride and potassium magnesium sulphate. Determination of the sensibility of the balance, water by ignition and by absorption, chloride, sulphate, magnesium, alumina in potash alum and iron in iron

wire. Analysis of coal and heat value. Volumetric methods applied to the analysis of caustic soda, ammonium chloride, iron ore, bleaching powder, and sulphite liquors. Electrolytic and volumetric analysis of copper ore, and analysis of limestone and feldspar. Quantitative calculations are studied throughout.

**7-8. Advanced Quantitative Analysis.**—Throughout the year. Credit, 8 hours. Prerequisite: Chemistry 5-6.

This course may be varied to suit the requirements of the student. The most common combinations are: (1) sanitary water analysis, gas, fertilizer, and food analysis; (2) analysis of water, gas, paints, lubricating oils, soaps, minerals, and other industrial products.

**9-10. Organic Chemistry.**—Throughout the year. M. W., 10:30. Credit, 10 hours. Prerequisites: Chemistry 1-2 and 3-4.

The two lectures or recitations are accompanied by eight hours of laboratory work per week. The course comprises a systematic study of the different classes of carbon compounds with numerous synthesis in the laboratory. Special emphasis is laid on the testing of the properties of the compounds prepared, and the study of the class reactions.

**11. Industrial Chemistry.**—First Semester. M. T. W. F., 8:00. Credit, 4 hours. Prerequisites: Chemistry 1-2, 3-4, 9-10.

A study of the chemistry of manufacturing industries as carried out on a large scale. Local manufacturing plants are visited and reports made upon them as far as possible. Thorp's *Industrial Chemistry* is used, accompanied by additional notes, lectures, and references.

### Special Course in Chemistry

It is the special aim of this course to offer facilities in training to those desiring to become chemists. The

demand for chemists, not only in teaching, but in many industries is at present great and is rapidly increasing every year.

This course offers facilities in the fundamentals of chemical science, and related subjects, and is not designed to fit one for any specialized line of chemical industry. With this foundation a university course of a year or more will equip one well to take up the specialty desired and to enter any field with reasonable prospect of successful advancement. In this course the usual group requirements are in a measure waived, and the following subjects specifically required for graduation.

1. Chemistry. General Chemistry; Qualitative Analysis; Quantitative Analysis, 1st and 2nd year; Organic Chemistry. Elective, Industrial Chemistry, or Physical Chemistry.

2. English. Rhetoric, six hours.

3. Drawing. Mechanical, six hours.

4. Mathematics. Algebra; Trigonometry; Analytics; Calculus, one or two semesters.

5. Physics. Mathematical, 10 hours.

6. Language. One year of German, and one of French, if two years or more of German are offered for entrance; otherwise, two of German, and one of French.

7. Elections. Mechanics, Biology, Principles of Economics, Advanced Physics, Geology and Mineralogy. One year each in at least two subjects. Other elections enough to make 120 hours.

## **V. Education**

PROFESSOR ROGERS

Students not intending to teach but taking work in education as a part of a liberal education should choose from courses 1-2, 6, 9, and 12.

The state requirement for a teacher's certificate is nine hours in this department, in addition to the four

hours required in psychology, unless a student has had a departmental teachers' course in which case only seven hours in the department of education are required. Since, however, the various educational associations recommend a minimum of fifteen hours of professional work, exclusive of general psychology, and a number of universities and states have adopted this standard, it is advisable that students expecting to make teaching a profession should take work in this department beyond the minimum requirement.

Freshmen are not admitted to any course. Courses 1-2 and 4 only, are open to sophomores. Course 13 or 14 is required of all who expect to teach.

**1-2. History of Education.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours.

The first semester's work is devoted to a study of the educational principles and institutions as found among primitive, ancient and medieval people with special reference to their bearing on present educational problems. During the second semester a study is made of the development of educational standards and institutions in Europe and America since the Renaissance. The work and influence of the leading men of each period will be considered.

**4. Fundamentals in Education.**—Second Semester. M. W. F., 8:00. Credit, 3 hours.

A course of readings and discussions introducing the students to the general problems of education, and to the source of information and methods that lead to a scientific study of them. Open to sophomores and juniors only.

**5. Secondary Education.**—First Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Education 1-2 or 4, or registration in one of these courses.

This course deals with the relation that the high school

bears to the college and universities on the one hand, and to the elementary schools on the other; the organization, administration, curriculum, present tendencies, and problems are also considered.

**6. Educational Psychology and Measurements.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Education 1-2 or 4, and Psychology 1-2.

A course treating of mental development and the psychological basis of educational theory, with special consideration of the more important topics of educational psychology; such as original and acquired traits, individual differences, standard tests and measurements, etc., in connection with recent literature on the same.

**7. Psychology of High School Subjects.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Education 1-2 or 4 and Psychology 1-2.

An analysis of the psychological factors involved in the teaching and supervision of the study of the different high school subjects is made, and the bearing of the same on methods in class room work considered.

**8. School Administration and Supervision.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: six hours in Education.

A course organized to meet the needs of principals and superintendents. Problems of organization and administration and principles and methods of constructive supervision are considered. (Not given in 1917-18).

**9. Principles of Moral Education.**—First Semester. Tu. Th., 10:30. Credit, 2 hours.

A study of psychological and social factors which function in the development of social ideals during childhood and adolescence. The principles, materials, and methods of moral education will be considered. (Not given in 1917-18).

11. **Philosophy of Education.**—First Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisites: Psychology 1-2, Education 1-2.

A study of the educative process as a whole. The biological, psychological, and social factors in the educational situation will be considered both for their educational value in giving an insight into the school as a social institution and for their practical value in giving a basis for the formation of fundamental principles. This course alternates with Education 7a.

12. **Social Education.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: Education 1-2 or 4.

A study of the relation of the school to social conditions, as reflected by aims, organizations, curricula, methods, etc. The social nature of the child, and how manifested at different periods of development, will be considered.

13. **Principles of Teaching.**—First Semester. M. W. F., 1:30. Credit, 3 hours. Prerequisites: Education 1-2 or 4, and 5 or 7, or be registered for the same.

The fundamental theories of education considered in their relation to the curriculum; also a consideration of the practical problems of the curriculum and methods of teaching. Number in class limited to make effective observation work possible.

14. **Course 13 repeated the Second Semester.**—M. W. F., 1:30.

15-16. **Educational Seminar.**—Throughout the year. Hours to be arranged. Credit, 2, 3, or 4 hours.

This course furnishes an opportunity to students who wish to investigate special problems in education. The assigned readings and reports will provide material for theses for students majoring in education. Students admitted to this course by special permission of the professor in charge.



**17. Principles and Methods of Religious Education.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

After a brief survey of the fundamental principles of religious education, the historic development, principles of organization and administration, curriculum and methods of teaching in the Sunday-school, will be considered. (Not credited toward the minimum requirement for a state teacher's certificate.)

## **VI. English**

PROFESSOR SPENCER, PROFESSOR DUDLEY  
ASSISTANT PROFESSOR HOUSEL  
MISS MACNAUGHTON, MR. LINDSAY

English 0 is required of all students failing to pass the entrance tests in English, beginning September 10, at 2:00 p. m. English 1-2 and 3 or 4 are required of all students for graduation, but may not be counted toward a major or a minor in English. Course 102 is required of prospective teachers, but may not be counted toward a major or a minor. English 9-10 is prerequisite to all courses in literature.

Students intending to major or minor in English are requested to consult the head of the department as soon as they have made their decision. All students minoring in the department must include in their credits courses 9-10 and 12. Those majoring in English must include courses 9-10, 12, 45-46 or 47-48, and 67-68. In addition, they are strongly advised either to choose a minor from the departments of French, German, Greek, Latin, history, philosophy, or public speaking, or else twenty hours of two foreign languages or twenty hours of one foreign language and history, philosophy, or public speaking.

Candidates for honors in English must elect courses 9-10, 35 or 36, 45-46 or 47-48 and 67-68. In addition they

must do extensive collateral readings in courses 45-46, 47-48, or 67-68, on which they will be tested at the close of the year by a three-hour written examination.

The attention of students majoring in English is called to the following correlated courses in other departments: Public Speaking 5-6, 12; Biblical Literature, 5-6; Greek Literature, 7.

### Required Courses

0. **Sub-Freshman Composition.**—First Semester. Tu. Th., 10:30, 1:30. No credit. Professor Dudley, Miss Macnaughton. Required of all freshmen failing in the entrance tests in English.

A review of grammar and punctuation. Daily and weekly themes. Individual instruction as far as possible.

1-2. **Rhetoric and English Composition.**—Throughout the year. Tu. Th., Ten Sections, All hours. Credit, 4 hours. Professors Spencer and Dudley, Assistant Professor Housel, Miss Macnaughton, Mr. Lindsay. Required of all freshmen.\*

A practical course in theme writing, designed to teach clearness, correctness, and effectiveness of expression. Emphasis is placed on writing of the most practical sort. Two appointments a semester are made with each student for individual criticism. Daily, weekly, and fortnightly themes are written according to the needs of the individual student.

1a. **Rhetoric and English Composition.**—Second Semester. Tu. Th., 10:30, 1:30. Credit, two hours. Professor Dudley, Miss Macnaughton.

A repetition of the first semester's work in English 1-2 for students passing from English 0.

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\*Before a student may register for English 1-2, he must pass the preliminary examination in English composition, given Monday, September 10, at 2:00 p. m., in Main Hall, and required of all students entering the College of Liberal Arts.

3. **English Composition.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Miss Macnaughton. Prerequisite: English 1-2. Required for graduation of all students not electing English 20.\*

A study of all four forms of prose composition, with major emphasis on exposition and argumentation. Daily and weekly themes. A 2500-word theme is required at the close of the semester.

4. **English Composition.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Miss Macnaughton. Prerequisite: English 1-2.

A repetition of English 3.\*

### Elementary Courses

*Designed primarily for freshmen and sophomores. Juniors and seniors electing these courses will be required to take additional collateral work.*

9-10. **Survey of English Literature.**—Throughout the year. Tu. Th., 10:30, 11:30. Credit, 4 hours. Professors Spencer and Dudley. Prerequisite to all courses in literature.

A historical and appreciative study of English literature from *Beowulf* to the death of Swinburne. Emphasis is laid on the development of new forms, on the relation of the literature of each period to that preceding and that following, and on the connection between literature and national history and life.

12. **Introduction to American Literature.**—Second Semester. M. W. F., 8:00. Credit, 3 hours. Miss Macnaughton.

Preliminary lectures on the literature of the Colonial and

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\* On the completion of English 3 or 4 only a provisional passing grade is given. If at any time in his later college course a student is reported careless or deficient in his English composition, he may be required to take additional work in the subject.

Revolutionary periods. The emphasis of the course is laid on the poets, essayists, and novelists of the nineteenth century.

### Advanced Courses

20. **Business English.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Mr. Lindsay. Prerequisite: English 1-2.

A study of the routine correspondence of the practical business man. Designed especially for students in the School of Commerce. Those wishing it may substitute this course for English 3 or 4 in meeting their requirements for graduation.

22. **Advanced Composition.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours. Professor Dudley.

Structure; criticism of current periodical literature; collection and organization of material for reports, magazine articles, and larger bodies of written material.

25. **News Writing.**—First Semester. Tu. Th., 10:30. Prerequisite: English 1-2. Professor Spencer.

What is news; getting the news; structure of the news story; types of stories; localization and making of news.

27. **The Short Story.**—First Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English 9-10. Professor Spencer.

A study of the technique of the short story; extensive reading of stories of all types.

29. **Old English.**—First Semester. M. W. F., 11:30. Credit, 3 hours. Professor Dudley. Prerequisite: English 9-10. Not given in 1917-1918.

A study of Old English grammar followed by easy reading.

30. **Beowulf.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Professor Dudley. Prerequisite: English 29. Not given in 1917-1918.

Reading and study of the *Beowulf*.

35. **Chaucer.**—First Semester. M. W. F., 8:00. Credit, 3 hours. Professor Dudley. Prerequisite: English 9-10.

An introductory course for students who have had no training in Old or Middle English. A reading of the Prologue to the *Canterbury Tales*, several of the *Tales*, and one of Chaucer's more important poems.

36. **History of the English Language.**—Second Semester. M. W. F., 8:00. Credit, 3 hours. Professor Dudley. Prerequisite: English 9-10.

The development of the English language from the earliest times to the present day.

41. **Elizabethan Literature.**—First Semester. M. W. F., 2:30. Credit, 3 hours. Mr. Lindsay. Prerequisite: English 9-10.

The non-dramatic literature of the Elizabethan period.

42. **The Puritan Age.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Professor Dudley. Prerequisite: English 9-10.

A study of Milton and his contemporaries.

43-44. **The Classical Period.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: English 9-10. Professor Spencer.

Dryden, Swift, Pope, Johnson, and their contemporaries.

45-46. **The Romantic Movement.**—Throughout the year. M. W. F., 10:30. Credit, 6 hours. Prerequisite: English 9-10. Professor Spencer.

After a preliminary discussion of the earliest phases of the Romantic Movement, the work proceeds with a careful study of the poetical works of Burns, Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats. Of the prose writers, De Quincy and Lamb receive special attention.

47-48. **The Victorian Age.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisite: English 9-10. Professor Spencer.

The principal authors studied are the poets, Tennyson, Browning, Mrs. Browning, Rossetti, Morris, and Swinburne; the novelists, Dickens, Thackeray, Eliot, Meredith, and Hardy; and the essayists, Carlyle, Macaulay, Ruskin, and Arnold.

51. **The Novel.**—First Semester. M. W. F., 1:30. Credit, 3 hours. Miss Macnaughton. Prerequisite: English 9-10.

A study of prose fiction from Richardson to Meredith.

67-68. **Shakspere and His Contemporaries.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Professor Dudley. Prerequisite: English 9-10.

A reading of the principal dramas of the Elizabethan period, with major emphasis upon Shakspere. Particular stress is laid on Shakspere's development as an artist, his relation to his contemporary dramatists, and his place in the history of the English drama.

102. **Teaching of English.**—Second Semester. M. W. F., 1:30. Credit, 3 hours. Not credited toward a major or a minor in English. Mr. Lindsay. Prerequisite: English 9-10.

The aims, methods, and organization of the English work in the grades and the high school; a brief study of textbooks; practice in the correction of themes; practice teaching.

## VII. Geology and Mineralogy

PROFESSOR BAGG

Courses 10, 14, 3, 4, 5, 6, and 11 are required of all students who make geology a major. A minor is met by taking several combinations but preferably courses 3-4 and 5-6. Students of Chemistry and Engineering



should select Courses 14, 11, and 10. Course 1 should be taken by all students of Economics and Commerce.

Students who take honors in the Department of Geology must complete, in addition to the major, eight hours of advanced work in the following courses: 8, 11, 20, and such supplementary work as shall be assigned by the head of the department.

1. **Economic Geography.**—First Semester. Tu. Th., 11:30. Credit, 2 hours.

An elementary course which treats of the geologic sources of Economic materials. The work includes a discussion of the origin, geologic occurrence and geographic distribution of minerals, ores, and building stones of the United States. The work includes an outline study of soils and forests with a description of their distribution in North America. The course is open to freshmen and is intended to supplement advanced courses in the departments of Economics and Commerce.

3-4. **Physiography.**—Throughout the Year. Tu. Th., 9:30. Credit, 6 hours.

The course in Physiography is planned for students intending to teach science. Laboratory work includes a study of topographic maps illustrating forms of land relief. Field excursions in fall and spring supplement the regular laboratory training. Students should follow this course with Course 17 or with courses 5 and 6. Text: Salisbury's Advanced Physiography. The course should be taken in either the freshman or sophomore years.

5. **General Geology.**—First Semester. M. W. F., 11:30. Credit, 4 hours.

A study of the agents and processes involved in the earth's development. One laboratory period each week is required when no field excursions are taken. Text: Pirrson's Physical Geology. Not open to freshmen.

6. **Historical Geology.**—Second Semester. M. W. F., 11:30. Credit, 4 hours.

A continuation of course 5, treating of the sub-divisions of geologic history and of the laws governing the deposition of rock strata, together with a critical review of the life developed in each epoch. Laboratory and field study deals with characteristic fossils and especially those in Wisconsin. Prerequisite: Course 5. Text: *An Introduction to the Study of Historical Geology*, Miller.

8. **Structural Geology.**—Second Semester. M. W. F., 9:30. Credit, 3 hours.

An advanced course interpreting structural relations of rock masses, the origin and development of veins and ore bodies, faults, and metamorphic processes affecting the earth's crust. Recommended to students who plan to follow advanced work in Geology or Engineering. Prerequisites: Courses 5 and 6. Alternate years. Not given in 1917-18. Text: *Structural and Field Geology*, Geikie.

10. **Mineralogy.**—Second Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours.

A study of the crystallographic properties of minerals and of the methods of their identification by blow-pipe analysis. Exercises include the construction of crystal forms in six classes by clinographic projection and the reading of planes in three systems. Not open to freshmen or students who have had no chemistry. Texts: Williams, *Crystallography*. Rogers, *Introduction to the Study of Minerals*.

11. **Economic Geology.**—First Semester. M. W. F., 10:30. Credit, 3 hours.

Advanced geologic work involving a study of the origin, classification and distribution of the ore deposits of the United States and Mexico. This course involves a detailed study of seventeen mining camps including the Lead-Zinc deposits of Wisconsin, and the copper and iron ores of the Lake Superior District. Prerequisites: Geology 5, 6, and 10. Text: Ries's *Economic Geology of the United States*.

14. **Petrology.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours.

An elementary discussion of the origin and structure of rock masses, together with their component minerals. Emphasis is placed upon the various building and monumental stones quarried and used in the United States. No prerequisite but a knowledge of Chemistry is desirable. Text: Pirsson's Rocks and Rock Minerals.

15. **Meteorology and Climatology.**—First Semester. Tu. Th., 8:00. Credit, 2 hours.

The course is designed for those who intend to teach Commercial and Physical Geography or to engage in work for the U. S. Weather Bureau. The first part of the course deals with the reading and interpretation of recording instruments and of the construction of weather maps and forecasting. The second part treats of world climates and the factors upon which these depend. Lectures include an outline of the effect of climate upon the distribution of plants and animals and the relation of man to his environment. Text: Milham's Meteorology.

17. **Geology of Wisconsin.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

Designed for students of Physiography who do not desire to take a full year's work in geology but who wish to become familiar with the rocks, minerals and fossils of Wisconsin. The lectures are supplemented by collateral reading from State and Government reports. Prerequisite: Course 3-4.

20. **Paleontology.**—Second Semester. Hours to be arranged. Credit, 2 or 3 hours.

The study of fossils is indispensable for those who engage in Stratigraphy and will prove of special value to students specializing in Zoology or Botany. Open only to juniors and seniors who have taken Geology courses 5 and 6 and have had some training in Biology or Zoology. Text: Shimer's Introduction to the Study of Fossils.

## VIII. German

PROFESSOR BAKER

MISS PHILLIPS

Courses 13-14, or 15-16 and 19-20 are required for a major. Course 1-2 may not be counted toward a major.

Students who take honors in the Department of German must complete, in addition to the major, eight hours of advanced work in the following courses: 11-12, 13-14, 15-16, 19-20 or 21-22, 17-18 or 101-102, and 25-26, and such supplementary work as shall be assigned by the head of the department.

1-2. **Beginning German.**—Throughout the year. M. Tu. W. Th. F., 8:00. Credit, 10 hours.

Pronunciation, grammatical drill, and practice in speaking, writing, and reading German. It is the purpose of this course to cover as nearly as possible in one year, two years of high school work. Students who have had one year of German in the high school may enter this course at the beginning of the second semester.

3-4. a. **Third Year German: Reading.**—Throughout the year. W. F., 11:30 (2 sections) and 2:30. Credit, 4 hours. Prerequisite: German 1.

Reading of works by Storm, Keller, Baumbach, Wildenbruch, Meyer and Raabe.

b. **Third Year German: Composition and Conversation.**—Throughout the year. Tu. Th., 10:30 (2 sections) and 2:30. Credit, 4 hours. Prerequisite: German 1.

These two courses (3-4 a and b) must be taken together.

5-6. **Advanced German Composition.**—Throughout

the year. W. F., 9:30. Credit, 4 hours. Prerequisites: German 3-4 a and b.

Translation. German Syntax, and original compositions. (This course may be very profitably combined with either German 9-10 or 11-12).

**7-8. Scientific German.**—Throughout the year. Credit, 4 hours. Prerequisite: German 3a-4a. Hours to be arranged.

**9-10. Sophomore German: Classical Drama.**—Throughout the year. Tu. Th., 9:30. Credit, 4 hours. Prerequisites: German 3-4 a and b.

Reading of the easier dramas of Lessing, Schiller and Goethe. (Not given in 1917-18).

**11-12. Life and Works of Goethe.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours. Prerequisites: German 3-4 a and b.

**13-14. The Modern German Drama.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 9-10 or 11-12.

**15-16. The German Novel.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 9-10 or 11-12. Not given in 1917-1918.

**17-18. German Lyrics.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 11-12 or 13-14. (Not given in 1917-1918).

**19-20. History of German Literature.**—Throughout the year. W. F., 8:00. Credit, 4 hours. Prerequisite: German 9-10 or 11-12. (Not given in 1917-1918).

A study of German literature from its beginnings to the Classical period.

**21-22. History of German Literature.**—Throughout the year. W. F., 8:00. Credit, 4 hours. Prerequisites: German 9-10 or 10-11 and 19-20.

A general survey of the Classical period and the Nineteenth century.

**101-102. Teaching of German.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours. Prerequisites:: German 5-6, 9-10 or 11-12, or 13-14 15-16, 19-20, 21-22.

Grammatical and syntactical review, phonetics and the use of Vietor's Lauttafeln. Lectures, discussions, reports, and practice in teaching. This course is intended for Seniors who expect to teach German.

**23. Elementary Middle High German.**—First Semester. Hours to be arranged. Credit, 3 hours. Grammar and easy texts.

**24. History of the German Language.**—Second Semester. Hours to be arranged. Credit, 3 hours. Prerequisites: German 21-22 and 23.

**25-26. German Conversation.**—Throughout the year. Credit, 2 hours. (Hours to be arranged). Prerequisite: German 9-10 or 11-12.

Intended for advanced students who expect to teach German.

## **IX. Greek**

PROFESSOR TREVER

MR. \_\_\_\_\_

**1-2. Elementary Greek.**—Two Semesters. Tu. W. Th. F., 8:00. Credit, 8 hours.

Mastery of an elementary text, followed by the Anabasis or other easy prose. Lessons in Greek syntax.



3. **Xenophon.**—First Semester. T. W. Th. F., 9:30. Credit, 4 hours.

Anabasis, supplemented by selections from other historians. Prose composition. Selections from the Gospels and Acts may be substituted for Xenophon.

4. **Homer.**—Second Semester. T. W. Th. F., 9:30. Credit, 4 hours.

Selections from the Iliad or Odyssey, supplemented by a literary study of one epic in translation.

5. **Plato.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

Apology and Crito, followed by selections from the Phaedo, Xenophon's Memorabilia, and Aristophanes' Clouds, in order to gain a complete picture of the personality of Socrates. Professor Trever.

6. **Tragedy.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours.

Two plays from Sophocles or Euripides. Comparative study of the literary qualities of Greek and modern drama. Professor Trever.

7. **Greek Literature in English.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

Lectures and study of some of the best specimens of Greek literary art. The influence of Greek poetry upon the Great English poets is emphasized. The course is especially intended for majors in English. Alternate years. Professor Trever.

8. **Selected Epistles of Paul.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: three semesters of Greek.

Training in New Testament interpretation. Alternate years. Not given in 1917-18. Professor Trever.

## X. History

PROFESSOR CUSTER: England, Modern Europe, and United States.

PROFESSOR TREVER: Greece, Rome, and Mediaeval Europe.

Six hours credit are required for graduation, except that those majoring in some line of natural science need elect but three. The course in Hebrew History may be counted as fulfilling this requirement, except for those who expect to be recommended as teachers of history.

A major in history must include courses 1-2 or 31 and 32, 11 and 12, and 51 and 52. These courses should also be taken by those who minor in history, if they expect to receive the department's recommendation for teaching. Course 102 cannot be counted toward a major in history. A combined major in history and politics must include 31, 32, 51, and 52. For the courses required in politics, see that department.

The department will recommend for teaching positions only those students who have had an average of at least 85 in all their history work.

Students who take honors in the Department of History must complete, in addition to the major, eight hours of advanced work in the following courses: 51, 52, 22, and 24, and such supplementary work as shall be assigned by the professors in charge.

Students majoring in history are strongly urged to elect courses in economics and politics. These subjects, together with two years of German and one year of French will be necessary for those who expect to do graduate work in history. Other courses that are supplementary to courses in history are Art, courses 3, 4,

5, and 8, and the historical survey courses in English literature.

**1-2. Mediaeval Europe.**—Throughout the year. M. W., 10:30, lectures. Quiz sections, Th., 8:00 and 11:30; F., 8:00 and 10:30. Other sections will be arranged if needed. Credit, 6 hours.

A freshman course; extra collateral required of upper-classmen. A general survey of the history of western Europe from the barbarian invasions to the close of the fifteenth century, with special emphasis upon institutional development.

**5-6. English History.**—Throughout the year. Tu. Th., 10:30. Credit, 6 hours.

A freshman course; extra collateral required of upper-classmen. A general survey of English History from the Roman occupation to the twentieth century. Lectures twice a week. For the third hour the class is divided into small quiz sections meeting at hours to be arranged.

**11. Greek History.**—(To the conquest of Alexander). First Semester. M. W. F., 11:30. Credit, 3 hours. Not open to freshmen.

Taught with a view to the needs of those who expect to teach history. A course in Greek civilization, emphasizing the great contribution of the Greeks to modern life and culture.

**12. Roman History.**—(Through the reign of Constantine). Second Semester. M. W. F., 11:30. Credit, 3 hours. Not open to freshmen.

A study of the political and economic development of Rome, and its practical contribution to modern civilization.

**21. Renaissance.**—First Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: Courses 1-2.

An intensive study of the political, intellectual, and relig-

ious conditions during the fourteenth and fifteenth centuries, as a background for course 22.

**22. Reformation.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Course 2 or 21.

Reformation, Counter-Reformation, and Thirty years war (1500-1648).

**24. Mediaeval Civilization.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: Courses 1-2.

An intensive study of Mediaeval institutions and intellectual life.

**31. Modern Europe, 1500-1815.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

Not open to freshmen. A general course covering the age of discovery, the Reformation, age of Louis XIV, 18th century philosophy and science, French Revolution, and Napoleon. Lectures and quizzes.

**32. Modern Europe, 1815-1917.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Prerequisite: Course 31.

A continuation of course 31, following the development of European nations down to the present day, with special attention to the political and economic background of the Great War.

**51. American History, 1492-1814.**—First Semester. M. W. F., 8:00. Credit, 3 hours.

Open only to Juniors and Seniors. A general course, covering the colonial era, the revolution, the federal constitution, and domestic and foreign affairs down to 1814.

**52. American History, 1814-1900.**—Second Semester. M. W. F., 8:00. Credit, 3 hours.

Open only to Juniors and Seniors. A continuation of course 51.

102. **Teaching of History.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours.

Open only to Seniors who intend to teach history. May not be counted toward a major or minor in history.

## **XI. Latin**

PROFESSOR WRIGHT

MR. \_\_\_\_\_

Freshmen who have had four years of Latin in high-school should take courses 1-2 and 3-4; those who have had only two years, course B; and those who have had no Latin, course A.

The possibility is offered of electing Latin throughout the college course. Members of advanced classes are granted the privileges of the Jones Memorial Latin Library. Students who are planning to teach Latin as a profession are given special opportunities for preparation and training.

Students who take honors in the Department of Latin must complete, in addition to the major, eight hours of advanced work in the following courses: 9-10, 11-12, 13-14, and such supplementary work as shall be assigned by the head of the department.

1-2. **Cicero, Vergil, Terence.**—Throughout the year. Tu. W. Th. F., 10:30. Credit, 8 hours.

The *De Senectute* of Cicero, *Eclogues* of Vergil, *Odes* and *Epodes* of Horace, and *Phormio* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin.

3-4. **Ovid, Nepos.**—Throughout the year. M., 10:30. Credit, 2 hours.

Easy translation course to supplement Latin 1-2.

5-6. **Cicero, Horace, Terence.**—Throughout the

year. Tu. W. Th. F., 10:30. Credit, 8 hours. Not given in 1917-1918.

The *De Amicitia* of Cicero, *Satires* and *Epistles* of Horace, and the *Heauton Timorumenos* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin. Alternate years.

7-8. **Phaedrus, Latin New Testament.**—Throughout the year. M., 10:30. Credit, 2 hours. Not given in 1917-1918.

Easy translation course to supplement Latin 3-4. Alternate years.

9-10. **Pliny, Martial, Tacitus, Catullus.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisites: Latin 1-2 and 5-6.

An advanced translation course.

11-12. **Juvenal, Livy, Cicero, Tibullus, Propertius.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisites: Latin 1-2 and 5-6. Not given in 1917-1918. Alternate years.

13-14. **Latin Composition.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisites: Latin 1-2 and 5-6. Not given in 1917-1918.

Practical work in Latin writing with a review of grammatical forms and syntax. This course includes also a systematic study of Roman private life and antiquities. For prospective teachers.

15-16. **The Teaching of Latin.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisites: Latin 1-2 and 5-6.

Historical Latin grammar: pronunciation, hidden quantity, orthography, syntax of the subjunctive, syntax of the cases. Exercises in Latin writing. Purposes and methods in preparatory Latin. Alternate years.



A. **Beginning Latin; Caesar.**—Throughout the year. M. Tu. W. Th. F., 8:00. Credit, 10 hours.

A free elective course in elementary Latin and Book I of Caesar's *De Bello Gallico*.

B. **Caesar, Cicero.**—Throughout the year. M. Tu. W. Th. F., 1:30. Credit, 10 hours.

Three books of Caesar's *De Bello Gallico* and four *Orations* of Cicero.

C. **Cicero, Vergil.**—Throughout the year. M. T. W. Th. F., 2:30. Credit, 10 hours.

Two *Orations* of Cicero and six Books of Vergil's *Aeneid*.

## XII. Mathematics, Engineering, Astronomy

PROFESSOR LYMER

MR. DONEHOO

Students majoring in one of the natural sciences are required to elect Mathematics 1 and 2, except that students majoring in Biology may substitute Chemistry 1-2. For other students the subject is elective. A major must include Mathematics 8 and a minor, 6. Astronomy and courses in engineering, except Engineering 7-8, may not count on a major or a minor. Engineering students are advised to take the pre-engineering course as outlined.

### A. Mathematics

1. **Trigonometry.**—First Semester. Three Sections: M. W. F., 8:00, 10:30, 11:30. Credit, 3 hours.

Plane and spherical. Special emphasis is laid upon the solution of triangles. Text: Kenyon-Ingold.

2. **Algebra.**—Second Semester. Three Sections: M. W. F., 8:00, 10:30, 11:30. Credit, 3 hours.

A review of quadratics and simultaneous quadratics;

graphical representation, the progressions, binomial theorem, logarithms, permutations and combinations, theory of equations. Text: Fite.

4. **Higher Algebra.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours. Prerequisites: Mathematics 1 and 2.

Complex numbers, undetermined coefficients, partial fractions, theory of equations, infinite series. Text: Fite.

5. **Analytic Geometry.**—First Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisites: Mathematics 1 and 2.

The straight line, circle, conic sections.

6. **Analytic Geometry.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Mathematics 5.

A continuation of Mathematics 5. The general equation of second degree, empirical equations, solid geometry. A few higher plane curves are discussed.

7. **Calculus.**—First Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 6.

Limits, differentiation, applications to geometry and physics, maxima and minima, integration, areas, volumes, surfaces, etc. Text: Granville.

8. **Advanced Calculus.**—Second Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 7.

Evolutes, envelopes, singular points, curve-tracing, partial derivatives, double and triple integration, series and expansion, approximate integration, applications to mechanics, etc.

9. **Projective Geometry.**—First Semester. Hours

to be arranged. Credit, 2 hours. Prerequisite: Mathematics 4b. Not given in 1917-1918.

Geometry of position, with extensive use of analytic methods. A large number of problems will be solved. Alternate years.

10. **Differential Equations.**—Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: Mathematics 6, or registration in that course.

Ordinary differential equations, with applications to physics and geometry. Text: Campbell. Alternate years.

12. **Solid Geometry.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Not given in 1917-1918.

Open to those who have presented no entrance credit in the subject; required of engineering students who have done no work in solid geometry. Alternate years.

101. **Teachers' Course.**—First Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Mathematics 4a, or registration in that course. Not given in 1917-1918.

Open to juniors and seniors. History and teaching of elementary mathematics. Content and arrangement of courses. Text-books and methods of teaching. Model classes conducted by the members. Alternate years.

## **B. Engineering**

1-2. **Mechanical Drawing.**—Throughout the year. M. W. F., 1:30-4:00. Credit, 6 hours.

Free-hand lettering; perspective and orthographic sketching; orthographic mechanical drawing; tracing, blue print work, and the drawing of machine parts from models. Lettering is emphasized. In the second semester free hand sketches, pencil mechanical drawings, tracings, and blue prints of the same object are made. Text: Phillips and Orth.

3-4. **Descriptive Geometry.**—Throughout the year. M. W. F., 9:30; laboratory period to be arranged.

Solution of problems relating to the point, line, and plane; surfaces; plane sections; intersections; and developments. Text: Millar. One recitation and three hours drawing per week. Alternate years.

5-6. **Surveying.**—Throughout the year. Tu. Th., 11:30. Tu. Th., 1:30-4:30. Credit, 6 hours. Prerequisite: Mathematics 1.

Special attention is given to the use, care, and adjustment of instruments. The work includes running traverses, differential and profile leveling; topographic and hydrographic surveying; the United States system of public land subdivision; computation of areas and map drawing. Text: Johnson and Smith's "Theory and Practice of Surveying." Office work and field work are on the same credit basis as laboratory work.

7-8. **Mechanics.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Mathematics 5, or registration in that course. Not given in 1917-1918.

Statics and dynamics. Resolution and composition of forces, center of gravity, attraction, equilibrium with applications; laws of motion, moments of inertia, work, energy, impulse and momentum. Text: Maurer. Alternate years.

### **Pre-Engineering Course**

Arrangement has been made with the University of Wisconsin whereby a graduate of Lawrence who completes the pre-engineering course may obtain the degree of S.B. in any of the lines of engineering in two additional years.

A summer course of six weeks in surveying or shop work is required of all students in the College of Engineering. Graduates of Lawrence who expect to pursue the civil engineering course must take this work in surveying in the summer preceding their entrance to the University, as it is prerequisite to courses in railway engineering which must be taken in their first year. It is highly desirable that the

summer work in shop for other engineering students be taken prior to their first year's work at the University.

### Required Subjects

Freshman: German or French 8; Chemistry 10; Rhetoric 4; Trigonometry and Algebra 6; Literature 4; Physical Education.

Sophomore: Rhetoric 2; Higher Algebra 2; Analytics 6; Mechanical Drawing 6; Physics 10; Physical Education.

Junior: Calculus 10; Surveying 6; Descriptive Geometry 4 (or Mechanics).

Senior: Mechanics 6 (or Descriptive Geometry).

### Electives

Freshman: Chemistry, Physics, Mathematics, Astronomy.

Sophomore: Geology 8; Mineralogy 5; Biology 10; Economics, Politics, Commence 10.

Junior: History 6; English 10; Psychology 6; Education 9.

Senior: Biblical Literature 3; Christian Evidences 2.

The electives must be chosen subject to the following regulations:

1. The requirement for graduation is 120 hours.
2. Those who follow the pre-engineering course throughout are not held to the group requirements stated elsewhere in the catalog.
3. No more than 16 hours may be taken in any semester, except as extra hours may be allowed under the rules permitting extra work.
4. No more than the specified number of hours may be elected in any subject in addition to the work outlined above.
5. At least 4 hours of economics are required.
6. Astronomy is required of civil engineers.

7. Chemical engineers may substitute additional chemistry for surveying.

### C. Astronomy

1. **General Astronomy.**—First Semester. M. W. F., 2:30. Credit, 3 hours.

A historical and descriptive course, designed to give the student a broad view of the science and of the methods of observation. Familiarity is sought with the principal constellations and the brighter stars, and frequent use is made of the telescope. This course requires only the simplest mathematical operations. Text: Moulton. This course may not count on the group requirements. Elective for students beyond the freshman year. Alternate years.

## XIII. Music

DEAN EVANS, PROFESSORS ARENS, BOHNET, AND  
WATERMAN

Twelve music credits in the Conservatory may be counted toward a bachelor of arts degree, four of which must be in theoretical courses. For the special tuition charges for these courses, see the catalogue of the Conservatory of Music.

1. **Harmony.**—Throughout the year. Credit, 2 hours.

A complete course of Elements of Composition, Scales, Intervals, Triads, Modulations, Analysis, Ear-Training, Melodic Figuration, Harmonization, Counterpoint, etc., etc.

2. **Public School Methods.**—Throughout the year. Credit, 2 hours.

The purpose of this course is to teach men and women to supervise and teach music in the public schools. Two years is required to complete the course which is very comprehensive. For detailed outline of this course as well as others offered in



the Fine Arts Department see special catalogue issued by this department.

3. **History of Music.**—Throughout the year. Hours to be arranged. Credit, 2 hours.

Beginning with a study of the music of the oriental nations, the course continues with the music of the Greek, Roman, French, Netherlandish, and Italian schools, the genius epoch of the German schools, and the modern music of Germany, France, Russia, and America.

5. **Sight Reading.**—First Semester. Hours to be arranged. Credit, 1 hour.

Drill in scale and interval singing; time subdivisions; part singing.

6. **Psychology and Pedagogy.**—Throughout the year. Hours to be arranged. Credit, 1 hour.

A study of the relation of psychology and pedagogy to musical education. This course may not be counted toward a bachelor's degree.

7. **Vocal and Instrumental Music.**—First and Second Semester. Hours to be arranged. Credit, 2 hours.

Work ranging from that of the elementary grades to artistic maturity. Proper music incidental to individual needs is studied thoroughly and mastered.

## **XIV. Physical Education**

MR. SPEELMAN

MRS. TREAT

1. **Freshman Gymnasium for Men.**—Throughout the year. M. W. F., 9:30, 10:30, 2:30.

Calisthenic exercises; dumb-bell, wand (long and short), and Indian club drills. The last fifteen minutes of each class period is given to teaching games. Toward the end of the semester apparatus exercises on the horizontal bar, parallel

bars, horses, bucks, ladders, etc., are regular class requirements.

**2. Sophomore Gymnasium for Men.**—Throughout the year. Tu. Th., 9:30.

Sophomore classes follow the same routine as freshmen classes, but are allowed to take more advanced exercises, such as mat work, tumbling, advanced apparatus work, and athletic and gymnastic dancing.

Special classes in heavy gymnastics (including work on horizontal bars, párallel bars, flying rings, horse, buck and mats) are organized after foot ball season and continued through the winter months. Classes are also formed in wrestling, boxing, swimming and fencing.

**3. Gymnastics for Women.**—Throughout the year. Tu. Th., 1:30 and 3:30. Credit, 2 hours.

Swedish gymnastics; free-hand movements; dumb bells; wands; military drill; folk dances.

**4. Gymnastics for Women.**—Throughout the year. Tu. Th., 2:30. Credit, 2 hours.

First semester; Swedish gymnastics; military drill, corrective exercises. Second semester; normal class in gymnastics, military drill, and folk dances. Grade for the work is based on the ability of the individual to conduct a class in every branch of the work given.

## XV. Physics

PROFESSOR TREAT

Any course except 1-2 may be counted toward a major.

**1-2. General Physics.**—Throughout the year. M. T. W. Th., 11:30. Credit, 4 hours. Laboratory periods: 1:30-3:30 M. W., 10:30 Th.

Mechanics, sound, and light. Heat and electricity. This course is offered especially for students who do not expect to take the more advanced and somewhat technical courses of the

department. Freshman mathematics not a prerequisite. Laboratory work,  $2\frac{1}{2}$  hours per week.

**3-4. General Mathematical Physics.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours. Prerequisites: Mathematics 1 and 2.

Mechanics and heat; sound, light, and electricity. Recitations and lectures illustrated by experiments and by the use of the lantern. It is advised that students taking this course be enrolled in the class in analytical geometry, unless they have completed that subject.

**5-6. Physical Measurements.**—Throughout the year. Tu., 8:00. Credit, 4 hours. Laboratory Periods: 9:30 to 11:30 Tu.; 8:00 to 11:30 Th.

Mechanics and heat; sound, light, and electricity. Students in engineering courses should take this work in connection with Physics 3-4. It is open also to other students enrolled in Physics 3-4.

**7. Electricity and Magnetism.**—First Semester. M. Tu. W. Th., 10:30. Credit, 4 hours.

The course deals with the fundamental principles of electricity and magnetism and their application in the construction of generators, motors and measuring apparatus. Prerequisites: Physics 3-4 and 5-6.

**8. Dynamos and Motors.**—Second Semester. M. T. W. Th., 10:30. Credit, 4 hours.

This course is a study of the elementary calculations of direct and alternating current machinery. Prerequisite: Physics 3-4, 5-6, 7 and one semester of calculus.

**9-10. Advanced Light.**—Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: Physics 3-4 and 5-6, and registration in Mathematics 5. Not given in 1917-1918.

This course is designed primarily for those students who

major in physics, but may be taken by others. Alternate years.

**11-12. Advanced Heat.**—Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: physics 3-4 and 5-6, and Mathematics, including elementary calculus. Alternate years.

The course deals with the subject in a more strongly mathematical way than the previous courses.

**14. Physical Optics.**—Second Semester. M. W. F., 1:30. Credit, 3 hours. Prerequisites: physics 3-4 and 5-6, and one year of general chemistry.

The course includes a study of light and of lenses,—distortion, aberration, correction, application in optical instruments. Special attention will be given to projection apparatus and camera lenses, and sufficient work along lines of photography will be required to enable the student to prepare his own lantern slides.

**102. The Teaching of Physics.**—Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: a minor in physics.

History of physics. Development of the physical laboratory. Pedagogy as applied to physics. Text-books and laboratory courses. Individual experience in organizing and conducting laboratory work, and in demonstrating before the class.

## **XVI. Psychology and Philosophy**

PROFESSOR FARLEY AND PRESIDENT PLANTZ

The work in psychology and philosophy is arranged on a plan whereby the student may take two years' work in either subject.

No course in psychology or philosophy is open to freshmen.

Toward a major in psychology students should take

courses 1-2 or 3-4 and 5, 6, 7, and 9, together with certain courses in philosophy. Not more than eight hours (which must include Philosophy 1-2 or 3-4) may be offered from the division of philosophy. Toward a minor, not more than four hours may be offered which must be from Philosophy 1-2, 3-4, 8, 10 or 11. Psychology 1-2 and 3-4 are the same, except that the latter portion of course 2 emphasizes more the social phases of psychological study. The courses in psychology especially helpful to teachers are courses 1-2, or 3-4, and 5 and 6. Toward a major in philosophy not more than six hours may be offered from the division of psychology; toward a minor, not more than four hours. A major in philosophy must include courses 1-2, 3-4, 5-6, and 11; a minor, courses 1-2 and 3-4. Philosophy 1-2 and 3-4 should be taken together.

**Honor Course.**—For a statement of the meaning of honor work see p. 74. Students who take honors in psychology must complete 20 hours of work in psychology and 12 hours in philosophy.

The psychology must include the following advanced courses 6, 7, 9.

Students who take honors in philosophy must complete 20 hours of work in philosophy and 12 hours in psychology.

The philosophy must include the following advanced work, course 5-6, completing four to six different systems of philosophy; and course 3-4, the second alternate division, taking up a special study of sources.

A thesis in a field of applied philosophy will be required.

**1-2. General and Educational Psychology.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours.

This is a synthetic course of three hours of general, and one hour of educational psychology,—an elementary course that should be taken in the sophomore year, and is for students who intend to teach or for any person who desires to study human behavior: as, instincts, habits, interests, learning and the mental factors involved, individual characteristics, nature of thinking, curve of work, fatigue, factors of efficiency, control and evaluation, and the psychology of certain principles of instruction. All the material is pointed toward the subject of learning and the practical application to educational situations. Philosophy 1-2, 3-4 or 5 may be taken with Psychology 1-2. Text: Valentine's *Experimental Psychology* or Starche's *Experiments in Educational Psychology*, used together with works of numerous standard authors such as James, Thorndike, Angell, Stout, Titchener, Pillsbury, Calkins, Judd.

**3-4. General and Social Psychology.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours.

The same as course 1, excepting that certain topics on social psychology are added. Open to sophomores or to any student who desires a fuller knowledge of the human individual as he reacts from social stimuli and needs. Some of the topics studied in the latter part of the course are: nature of society, social suggestion, the crowd, imitation, customs and prestige. Philosophy 1-2, 3-4, or 8 may be taken with Psychology 3-4. No student may receive credit for Both Psychology 1-2 and 3-4. Text: Same as in course 1-2 together with references to Ross' *Social Psychology*, McDougall's *Social Psychology*, etc.

**5. Psychology of Youth and Adolescence or Mental Development.**—First Semester. W. F., 8:00. Credit, 2 or 3 hours. Alternates with Psychology 6.

This course or course 9 may be offered as extra credit beyond the thirteen hours toward a teacher's certificate.

This course correlates with Psychology 1-2 or 3-4. It



covers the general characteristics of mental and physical growth from youth to maturity. Special emphasis is placed upon adolescent changes.

Text: References to Hall's *Adolescence*, Kirkpatrick's *Fundamentals of Child Study*, King's *Psychology of Child Development*, Lloyd-Morgan's *Instinct and Experience*, etc. Not given in 1917-1918.

**7. Character Study and Tests of Mental Ability and Control.**—First Semester. W., 8:00, and F., 1:30 to 3:30. Credit, 2 hours. Alternate years. Prerequisite: Psychology 1-2 or 3-4.

A study of ways by which human mental powers or processes are measured. Also a study of types or traits of people and of methods of controlling or transforming character and working power.

**8. Advanced Psychology.**—Second Semester. W. F., 8:00. Credit, 2 or 3 hours. Prerequisite: Psychology 1-2 or 3-4.

A special study of psychological investigations and of practical applications of psychology. Alternates with Psychology 3. Text: Monograph and magazine literature, Pillsbury's *Fundamentals of Psychology*, and references in James' two vols. on Psychology.

**9. Experimental Psychology.**—Second Semester. W., 8:00, and F., 1:30 to 3:30. Credit, 2 hours.

A course dealing with experimental methods and tests especially as related to educational problems. Alternates with Psychology 5.

Text: Whipple's *Manual of Mental and Physical Tests and Binet Tests* and references to Meyer's, Titchener's, Judd's, Witmer's, Seashore's, and Starcke's works on Experimental Psychology.

## **B. Philosophy**

**1-2. Introduction to Philosophy.**—Throughout the year. Thursday evening. Credit, 4 hours. Prerequis-

ite: Psychology 1-2 or 3-4, or registration in one of those courses.

An elementary course devoted to the problems of thought. It is important to anyone who desires to be thoughtful and who wishes to see the fuller meaning or use of body and mind, nature, explanation, truth, reason, law, evil, immortality, morality, space, time, force, energy, matter, evolution, things, society, individualism, freedom, and God. It is of value to those who are interested in law or theology, or in interpretation in literature, history, economic theory, or the principles of natural science. The student will get much more out of the subject if he will take up the historical development of thought (Philosophy 3-4) simultaneously with this course.

**3-4. History of Thought or of Philosophy.**—Throughout the year. Tu. Th., 10:30. Credit, 4 or 6 hours. Prerequisite: Psychology 1-2 or 3-4, or registration in one of those courses.

This is a beginner's course in the history of thought. It contrasts the modern with the mediaeval and ancient thought and especially emphasizes the Renaissance, the Reformation, the rise of science, and the modern movements of naturalism, idealism, realism, mysticism, faith, rationalism, pragmatism, and humanism. Students of history, literature, or the social sciences should find this course directly useful as an interpretative study.

The above general course alternates with a special study of Aristotles' *Metaphysics*, Plato's *Philosophy*, Augustine's *City of God*, Descartes' *Method*, Locke's *Essay*, Berkeley's *Principles of Human Nature*, and Hume's *Treatise on Human Nature*.

**5-6. Present-Day Philosophy.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Psychology 1-2 or 3-4, and Philosophy 1-2 or 3-4, or their equivalent.

A concrete study of one or two large systems of thought

that have had great effect on human life. There will be a study of a present-day philosophical system as of Royce, James, Bradley, Spencer, Bowne, Bergson, Eucken, Bosanquet, Ward, or Watson. Watson's *Interpretations of Religious Experience*, Ward's *Final Ends*, and Bergson's *Creative Evolution* will be studied in 1917-1918.

**7. Philosophical Thought in Nineteenth Century Literature.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Alternate years.

An interpretation of the philosophical and psychological thought as found in the writings of Tennyson, Browning, Wordsworth, Coleridge, Emerson, and Carlyle.

**8. Evolution.**—Second Semester. Tu. Th., 9:30. Credit, 3 hours. Prerequisite: Psychology 1-2 or 3-4, and preferably one course in philosophy.

A study of the interpretations, value, and effect upon modern thought of the theory of evolution. This course is not a mere biological study of evolution. It studies the different interpretations of the factors of evolution and contrasts the mechanical-biological with other world views.

**10. How We Think.**—Second Semester. W. F., 10:30, or Tu. Th., 9:30. Credit, 3 hours.

An elementary course in logic or reasoning. Special emphasis is placed upon a study of the processes of thinking, argumentation, the methods of scientific investigation, and the common fallacies in thinking. Alternate years. Prerequisite: Psychology 1-2 or 3-4 or registration in one of these courses. Not given in 1917-1918.

**11. Principles of Ethics.**—First Semester. Tu. Th., 2:30. Credit, 2 hours.

This course discusses the growth of moral ideas in the development of civilization, considers the psychological basis of ethics, critically examines the principal ethical theories, and concludes with a study of the metaphysical implications involved in the science. It is given by a combined use

of text-book and lecture, together with theses presented for class-room discussion. Given by President Plantz.

12. **Philosophy of Religion.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours.

Given by President Plantz. See Religion 4.

## **XVII. Public Speaking**

PROFESSOR ORR

MISS MACNAUGHTON

The courses in Public Speaking fall into two groups. The first group contains those courses which are fundamental to all work in Public Speaking. The second group contains the more advanced courses. Two hours credit in the department of Public Speaking is required for graduation. Students are urged to meet this requirement during their Sophomore year by taking Public Speaking 1 which is primarily for Sophomores. Seniors taking this course must do additional work in collateral reading in order to receive full credit. Students expecting to teach Public Speaking in the high schools must major or minor in this department.

### **I. Fundamental Courses**

1. **Extempore Speaking and Oral English.**—First Semester. Tu. Th., 9:30, 11:30 and 1:30. Credit, 2 hours. Professor Orr and Miss Macnaughton.

Practice in extensive thought getting from printed sources; the creative use of material for the purpose of effective speaking; the development of consciousness of purpose with an audience by oral thought giving; practice in the use of correct oral English; practical aspects of delivery. A course primarily for Sophomores.

**3-4. Fundamentals of Delivery.**—Throughout the year. M. W. F., 2:30. Credit, 6 hours. Professor Orr.

The primary purpose of this course is the development of a vocabulary of delivery. Technical exercises are given in voice and action. Coordination of mind, voice and body is established through imaginative problems. Training is given for ideal vocal and physical responses. Open to Sophomores, Juniors and Seniors. Text: *Foundations of Expression*, by S. S. Curry.

## II. Advanced Courses

**5-6. Debate.**—Throughout the year. Tu. Th., 2:30. Credit, 6 hours. Professor Orr.

A thorough study of the principles of argumentation; the application of these principles in brief drawing, writing and formal debate. Open to sophomores, juniors, and seniors. Text: *Foster's Argumentation and Debating*.

**7. Dramatic Action.**—First Semester. Tu. Th., 10:30. Credit, 2 hours. Miss Macnaughton.

A course primarily for the training of the imagination and dramatic instinct. Short plays of real literary value are staged for classroom and public performance. Stage setting and lighting, and character make up are also a part of the classroom work. Open to Sophomores, Juniors and Seniors.

**8. Advanced Dramatic Action.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: Course 7. Professor Orr and Miss Macnaughton.

A continuation of Course 7. Longer and more difficult plays will be studied and staged. Methods of coaching plays in the high schools will be discussed. The cast for the annual drama class play which is presented in public will be chosen from the most talented members of this class.

**9. Oration Writing.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Professor Orr.

A practical beginning course in oratorical construction.

Practice in working out the fundamentals of oratorical structure and style. Number in class limited to twenty. Open to freshmen and sophomores.

10. **Advanced Oratory.**—First Semester. M. W. F., 11:30. Credit, 3 hours. Prerequisite: course 9. Professor Orr.

A study of the laws of effective speaking. The development of the student's ability to exemplify these laws, first through extemporaneous speaking and later through special writing. Especial emphasis is placed on oratorical style. Text: Phillips's *Effective Speaking*.

12. **Contemporary Drama.**—Second Semester. M. W. F., at 8:00. Credit, 3 hours. Miss Macnaughton.

A study of the most important English and Continental nineteenth-century dramatists, Ibsen, Hervieu, Suderman, Pinero, Jones, Shaw, Barker, Houghton, Galsworthy, Yeats, Synge, Gregory, and Tchekhof.

13. **Intercollegiate Oratory.**—First Semester. Credit, 2 hours.

For students who represent the college in the state or inter-state intercollegiate oratorical contests. At least 108 hours of work under the supervision of an instructor are required for credit.

14. **Intercollegiate Debating.**—Second Semester. Credit, 3 hours.

For students taking part in the intercollegiate debates. The work is intensive, systematized instruction. Regular meetings are held each week and definite tasks are assigned and worked out. 162 hours of work are required for credit.

## XVIII. Religion

PRESIDENT PLANTZ AND PROFESSOR VAUGHAN

The work in this department is designed to acquaint students with the development of the religious con-



sciousness as manifested in the different religions of the world, and to study the principles and history of missions as conducted by the Christian church.

**1-2. Early Missions.**—Throughout the year. Th. F., 1:30. Credit, 4 hours.

This course gives a general history of the development and spread of the missionary idea from the time of the Apostles to the beginning of the period known as Modern Missions. The period covered is as full of thrilling interest as any time in the history of the Christian church. Men of mighty influence and power follow one another in quick succession across the stage of history. Events that have shaped the destiny of peoples and empires culminate in a few years. Given by Professor Vaughan.

**3-4. Missions.**—Throughout the year. Th. F., 2:30. Credit, 4 hours.

The purpose of this course is to give the student a comprehensive knowledge of the history and importance of missions. The great mission fields of the world are considered, together with the work of the different missionary organizations, and the benefits to civilization which are arising therefrom. Given by Professor Vaughan.

**5-6. Comparative Religion.**—Throughout the year. Th. F., 3:30. Credit, 4 hours. Not open to Freshmen.

This course will consider the origin, spread, and decay of ancient religions, their doctrines together with their influence on society, their cults and forms of worship, and the superior claims of Christianity to be a universal religion. Given by Professor Vaughan.

**7. Fundamentals and Evidences of Christianity.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours.

The various arguments in proof of the claims of Christianity are considered, its principal doctrines discussed, and the principal systems of doubt analyzed. Instruction is given

by lectures, assigned readings, and theses read by members of the class.

**8. Philosophy of Religion.**—First Semester. Tu. Th., 1:30. Credit, 2 hours. Not given in 1916-1917.

This course includes a study of what is usually treated under the subject of theism, together with a consideration of the religious consciousness in its nature, forms of historical development, intellectual and emotional content, and objective activities. The attempt is made to give a systematic view of the religious conception of the world and of those principles of the religious life that have found expression in the religious history of man.

**9. Christian Ethics.**—First Semester. Tu. Th., 1:30. Credit, 2 hours.

A course in which a systematic treatment is given of the ethical ideals and principles of Christianity.

## **XIX. Romanic Languages**

ASSOCIATE PROFESSOR EDDY  
MISS KEENEY

**1-2. Beginning French.**—Throughout the year. Tu. W. Th. F., 8:00 and 11:30. Credit, 8 hours.

Thieme and Effinger's Grammar; *La Petite Princesse*—Mairet; *Trois Contes Choisis*—Daudet; "Le Premier Livre"—Malot; practice in pronunciation, speaking and writing the language.

**3-4. Second Year French.**—Throughout the year. Tu. W. Th. F., 1:30. Credit, 8 hours. Prerequisites: French 1.

Advanced grammar; *L'Oncle et le Neveu*, About; Souvestre's "Philosophe sous les Toits"; "La Chute," Hugo; famous short stories by Halevy, Maupassant, etc.; newspaper French, *L'Ete de St. Martin*, and other authors of the same grade; conversation, dictation, composition.

5-6. **Third Year French.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisites: French 2.

Reading of difficult modern French; newspaper French; short scientific articles; practice in idioms; reports in French on supplementary work; conversation; composition.

7-8. **Four Year French.**—Throughout the year. M. W. F., 10:30. Credit, 6 hours. Prerequisites: French 3.

General survey of French literature; Duval's *Histoire de la Litterature Francaise* in conjunction with Wright's *History of French Literature* is used; rapid reading of authors of the periods studied; reports in French; study of the dramatic literature; reading and writing at sight.

9-10. **Beginning Spanish.**—Throughout the year. M. Tu. Th. F., 8:00 and 1:30. Credit, 8 hours.

Grammar, short stories, reading of Spanish newspapers and magazines, and conversation.

11-12. **Second Year Spanish.**—Throughout the year. M. T. Th. F., 9:30. Credit, 8 hours.

Authors of the nineteenth century; composition, dictation, conversation, outside reading of newspapers and magazines in Spanish.

## XX. Social Sciences

PROFESSOR CRAFER, PROFESSOR KINSMAN AND  
PROFESSOR REITELL

A major in Economics must include Commerce 5 and 13-14; a major in commerce must include Economics 1; a major in Sociology-Politics must include Sociology 1-2 and Politics 1. A minor may be taken in Economics, Commerce, Politics or Sociology.

Honor work may be taken in any one of the

three fields for major studies above indicated. A student desiring to take honors must complete eight hours of advanced work in addition to the major, and such supplementary work in each course as is required by the professor in charge.

Students majoring in the social sciences are strongly urged to elect courses in History. At least two years of German and one of French should be taken by those who expect to pursue graduate work.

Students in Commerce should elect Course 1 in the Department of Geology and Mineralogy; and Course 20 in the Department of English. Those preparing to teach the commercial subjects in high schools will be provided an opportunity to elect typewriting and shorthand in addition to their college course. The attention of such students is also called to the general statement made by the Department of Education relative to the requirement for a teacher's certificate.

Course 21 in the Department of Art History and Social Esthetics is recommended to those interested in Municipal Government.

Students in Sociology are advised to elect course 3-4 in the Department of Psychology and Philosophy; and courses 7 and 8 in the Department of Biblical Literature.

### **Economics**

PROFESSOR KINSMAN

1. **Elements of Economics.**—First Semester. M. Tu. Th. F., 8:00. Credit, 5 hours. Not open to Freshmen.

The course is designed for students who desire an intelligent understanding of the present industrial development

and the economic, social, and political problems to which it has given rise. A study is made of the fundamental facts and principles of production, exchange, distribution and consumption of wealth, followed by a more detailed examination of industrial combinations, railroads, the currency question, banking, socialism, tariff, taxation and kindred subjects. Text book, collateral reading, lectures and problems.

**2. Corporations, Trusts and Monopolies.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Economics 1.

This course embodies a study of the methods of legal organization and promotion of corporations, the marketing of securities, disbursements of funds, receiverships, and reorganizations. Then follows a critical study of the "trust problem"; the growth of state and federal anti-trust laws, and their effectiveness in the solution of the problems involved. Textbooks, collateral readings and reports.

**3. Transportation.**—First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Economics 1. Alternate years. Not given in 1917-1918.

This course embraces a study of the elementary practical aspects of modern transportation,—by steam railway, electric railway, and ocean and inland waterways. Special attention is given to the functions of the Interstate Commerce Commission and state railway commissions. Textbooks, discussions, and collateral readings.

**4. The Market.**—First Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Economics 1.

An examination is made of the methods of handling farm products, the characteristics of manufacturers' distribution campaigns, the problem of the middleman of the exchange market; of price regulation and other contemplated reforms which have in view the reorganization of the American distribution systems. Textbook, lectures and individual investigations.

**5. Money and Banking.**—First Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Economics 1.

This is a general course designed for students who desire to become acquainted with the essential facts and principles of money, credit and banking. A study of the history and function of money and credit is followed by an examination of the banking systems of Great Britain, Germany, France, Canada and the United States. Special attention is given to the Federal Reserve Act.

**6. Finance and Taxation.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Economics 1.

An examination is made of the growth of public expenditures, the problem of the budget, the sources of public revenues including credit. Special attention is given to the theory and practice of taxation as employed by American states. Textbook, lectures and individual investigations.

**7. Problems of Distribution.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Economics 1.

The important theories of distribution are studied. Emphasis is placed upon the current theories which are examined with special reference to their concrete application as plans for social reform. Textbook, lectures, individual investigations.

**8. Trade Unions and Labor Problems.**—Second Semester. M. W. F., 8:00. Credit, 3 hours. Prerequisite: Economics 1.

A study is made of the conflict between employers and laborers, their aims and methods, the gains and losses through strikes and lockouts; proposed reforms, conciliation, arbitration, cooperation, profit sharing and socialism; the experience of New Zealand, Australia and Canada; and the progress of the labor movement in Europe and America. Textbook, lectures and individual investigations.



**10. Spending and Investing.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Economics 1.

The purpose of the course is to assist those who, after receiving an income, wish to employ it wisely. The principles of judicious expenditures for consumption goods are taken up; then the best forms of investment receive attention. Textbook, collateral reading and lectures.

**11. History of Economic Thought.**—First Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: Economics 1.

A study is made of the great periods in the development of economic thought, including the writings of the master minds in the history of economic theory. The influence of this theory in shaping the policies of nations is especially emphasized. The course is recommended to students of history as well as economics. Textbook, lectures and collateral reading.

**102. Teaching of Economics and Civics.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

Open to seniors and juniors who intend to teach Economics and Civics in high schools. Suitable texts are examined and compared, desirable reference works for a high school library are considered and the methods of teaching the subjects in the high school discussed. Alternate years.

## Commerce

PROFESSOR REITELL

**1-2. Elementary Accounting.**—Throughout the year. M. W. F., 10:30. Credit, 6 hours.

Principles of debt and credit as applied to the keeping of single and double-entry books, preparation of simple balance sheets, and loss and gain statements, the handling of miscellaneous books of original entry, and the process of closing the

ledger. The course also includes a discussion and operation in partnership accounts and columnar books. Open to Freshmen.

3. **Advanced Accounting.**—First Semester. M. W. F., 1:30. Credit, 3 hours.

Principles and theory of higher accounting, including the use of columnar books, accruals, depreciation, revenue accounts, and the handling of bad and doubtful debts. Prerequisite: Commerce 1-2. Not given in 1917-1918.

4. **Cost Keeping.**—Second Semester. M. W. F., 1:30. Credit, 3 hours.

This course includes a discussion of the place of cost accounting in the field of general accounting and the relation of costs to the welfare of the general business. The handling of the costs of labor, materials and overhead expense are considered, supplemented at all times with exercises illustrative of the principles involved. Prerequisite: Commerce 1-2 and 3. Not given in 1917-1918.

5. **Business Management.**—First Semester. M. W. F., 11:30. Credit, 3 hours. Prerequisite: Economics 1. Alternate years.

A general survey of the field of modern business, including the organization of agricultural, manufacturing and mercantile industries, stock and produce exchanges, concluding with a series of lectures on the principles of business efficiency. Textbooks, lectures, collateral readings and reports. Professor Crafer.

6. **Business Law.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Not open to Freshmen. Prerequisite: Economics 1.

A study of the elementary principles of law relating to contracts, sales, conveyancing, negotiable instruments, common carriers, agency, partnerships, bankruptcy. Special attention is given to the legal problems connected with every day business. Textbooks and practical problems. Professor Crafer.

7-8. **Insurance.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours.

A general course dealing with (1) the underlying principles, (2) the important practices, and (3) the principal legal phases of life, fire, marine, employers' liability, fidelity and corporate surety, title, and credit insurance. Designed for those who wish to know the principles and practices of the insurance business. The course is especially arranged for those expecting to go into an insurance agency or real estate business. Prerequisite: Commerce 1-2 and Economics 1. Not given in 1917-1918.

9-10. **Advertising.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours.

Methods practised in the organization and conduct of the selling branch of industrial and merchandising business. Publicity, salesmanship, and advertising methods considered. A considerable portion of the work is confined to the study of social and commercial psychology as a basis of modern advertising methods. Prerequisite: Economics 1.

11-12. **Economics of Price.**—Throughout the year. Tu. Th., 10:30. Credit, 4 hours.

An interpretation of economic principles involved in modern business enterprise. Special emphasis will be placed upon the factors influencing cost price, selling price, and market price. Students will be required to make a study of the price elements in specific industries. Textbook method to be followed. Open to Juniors and Seniors who have had previous work in Economics.

13-14. **Advanced Economic Geography.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours.

A thorough study of economic geography and of the development of industry. Critical discussion of students' reports. Open only to Seniors.

15-16. **Seminar in Statistics.**—Throughout the year. Tu. Th., 9:30. Credit, 4 hours.

Course dealing with both the theory and practice of

statistics. The first part of the work will be devoted to the theory and to the analysis of method. This work is then followed by specific studies made by the students. The handling of vital, social, and industrial statistics, methods of averaging, graphing, and charting are given. Open to Juniors and Seniors. (Not given in 1917-1918.)

## Politics

PROFESSOR CRAFER

1. **American Politics.**—First Semester. Tu. W. Th. F., 10:30. Credit, 4 hours. Not open to Freshmen.

A study of the forms, principles and practical workings of the American local, state, and national governments, with discussions of political platforms, political policies and present day tendencies. Textbook, collateral reading and current literature.

2. **Comparative Politics.**—Second Semester. Tu. W. Th. F., 10:30. Credit, 4 hours. Prerequisite: Politics 1.

A comparative study of the forms of government and contemporary political problems of the leading modern nations, including especially England, Germany, France, and Switzerland. Textbook, collateral reading and lectures.

3. **Constitutional Law.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Alternate years. Given in 1917-1918. Not open to Freshmen.

This course embraces a careful analysis of the leading state and federal decisions involving the constitutionality of laws covering the following fields: Employers' liability; minimum wage; factory regulation; workingmen's compensation; limitation of the working day; railroad rates; regulation of state and interstate commerce. Textbooks and discussions of cases.

4. **International Law.**—Second Semester. M. W.

F., 9:30. Credit, 3 hours. Prerequisite: Politics 1. Alternates with Elements of American Law.

A systematic discussion of the subjects, sources and divisions of international law and of the general system of the rules of peace, war and neutrality recognized by civilized nations. Special emphasis is laid on the significance of the Hague Conferences. Textbooks, collateral readings and reports.

**5. Problems in Political Evolution.**—First Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Politics 1. Alternate years. Given in 1917-1918.

A study of the laws of political causation and the problems connected with the evolution of the state. Textbooks, assigned readings and reports.

**7. Municipal Government.**—First Semester. M. W. F., 2:30. Credit, 3 hours. Not open to Freshmen.

A study of the organization and administration of city government, especially in the United States. Special attention will be given to current movements in municipal politics. Textbooks, collateral readings and reports. Professor Crafer.

## **Sociology**

PROFESSOR CRAFER

**1-2. Principles of Sociology.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours. Not open to Freshmen.

A study of the development of sociology, its place and importance in the social sciences, together with its underlying biological, physical and psychological factors. In the second semester a critical study is made of the chief contributions to sociological thought, special attention being given to the American Sociologists. Textbooks, collateral readings and reports.

**3. Social Problems.**—First Semester. Tu. Th., 8:00. Credit, 2 hours. Not open to Freshmen.

This course embraces a study of the dependent, defective and delinquent classes and the most approved methods of dealing with them. Particular attention is directed to the educational and preventive measures now developing for the amelioration of social conditions. Textbooks, lectures and collateral readings.

**4. Race Development and Race Problems in the United States.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Not open to Freshmen.

The first part of this course consists of a study of the human race and its divisions, with special reference to anthropology and ethnology. In the second part of the course a study is made of the distribution and progress of the negro in the United States, our later types of immigrants and their influence on American social life. Textbooks, collateral readings and reports.

**20. Social Science Seminar.**—Throughout the year. Credit, 2 hours. Time to be agreed upon.

Open only to juniors and seniors who are taking their major or minor in the social sciences. Current magazine articles of interest are reviewed. Social problems are investigated and the results presented by members of the seminar and important current events are discussed by the professor in charge. Professor Crafer, Professor Kinsman and Professor Reittel.



## SUMMARY OF COURSES

All odd numbered courses are given the First Semester and all even numbered courses are given the Second Semester. Courses marked ‡ are not given in 1917-1918.

COURSES	Hrs. Cr.	Time of Recitation		Prere- quisites
<b>Art History</b>				
1 Studies in Appreciation	2	9:30	T T	
2 Studies in Appreciation	2	9:30	T T	
3 Greek Art	3	10:30	M W F	
4 Roman and Mediaeval Art	3	11:30	M W F	
5 Italian Renaissance	3	9:30	M W F	
6 Venetian & Spanish Art	2	11:30	T T	5
8 Northern Renaissance	3	9:30	M W F	
9 English and American Art	2	10:30	T T	1 or 2
10 French Art	3	10:30	M W F	
11 Intro. to Architecture	3	11:30	M W F	
20 The House	2	10:30	T T	
21 Municipal Art	3	2:30	M W F	
<b>Biblical Literature</b>				
1 The Life & Times of Christ	2	10:30	T T	
2 The Apostolic Age	2	10:30	T T	
3-4 Hebrew History	6	10:30	M W F	
		11:30	M W F	
5 Lity. Study of the Bible	2	11:30	T T	3-4
6 Lity. Study of the Bible	2	11:30	T T	3-4
7 Sociological Study of Bible	2	11:30	T T	3-4
8 Social Teachings of Jesus	2	11:30	T T	3-4
<b>Biological Sciences</b>				
<b>Biology</b>				
1-2 General Biology	8	8:00	T T	
Lab'y. 9:30-11:30			T T	
Lab'y. 1:30-4:30	1		M W	
Sat. A. M.				
<b>Botany</b>				
1-2 Plant Morphology	8	11:30	T W F	
Lab'y. 1:30-4:00			T T	
3 Ecological Structures	4	11:30	T T	Bio. 1-2 or Bot. 1-2
Lab'y. Fri. P. M. Sat. A. M.				
4 Field Ecology	4			Bio. 1-2 or
5 Plant Physiology	4			Bot. 1-2
6 Agricultural Botany	4	11:30	T T	Bio. 1-2 or Bot. 1-2
Lab'y. Fri. P. M. Sat. A. M.				
7 Advanced Botany				
<b>Zoology</b>				
1 Invertebrate Zoology	4	10:30	M W	
Lab'y. 1:30-4:00			T T	
2 Vertebrate Zoology	4	10:30	M W	Bio. 1-2 or Zoo. 1-2
Lab'y. 1:30-4:00			T T	
3 Evolution and Genetics	3	8:00	M W F	Soph Rank
4 Animal Physiology	4	8:00	M W F	Soph Rank
Lab'y. 1:30-4:00				
5 Methods of Histology				F Bio. 1-2 or Zoology
6 Nervous & Sensory Sys.	4			2 or 3
7 Vertebrate Embryology	5			2 and 5

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites
8 Problems in Zoology						
102 Teaching of Biol. Sciences	2					2 yrs. of Biol. Sc.
<b>Chemistry</b>						
1-2 General Inorganic	10	9:30	M	W	F	Elem. Phys.
3-4 Qualitative Analysis	8	11:30	M	W	F	1-2
5-6 Quantitative Analysis	8	11:30		T		3-4
7-8 Advd. Quan. Analysis	8					5-6
9-10 Organic	10	10:30	M	W		3-4
11 Industrial	4	8:00	M	T	W	F 3-4, 9-10
<b>Education</b>						
1-2 History of Education	4	8:00		T	T	.
4 Fundamentals in Educa.	3	8:00	M	W	F	
5 Secondary Education	3	9:30	M	W	F	1-2 or 4
6 Educational Psychology	3	10:30	M	W	F	1-2, or 4 and Psych. 1-2
7 Psych. of H. S. Subjects	3	10:30	M	W	F	1-2, or 4 and Psych. 1-2
† 8 School Adm. & Supervis.	3	10:30	M	W	F	6 hrs. Edu.
† 9 Prin. of Moral Education	2	10:30		T	T	
11 Phil. of Education	2	10:30		T	T	1-2, Psych. 1-2
12 Social Education	2	10:30		T	T	1-2 or 4
13 Prin. of Teaching	3	1:30	M	W	F	1-2 or 4, and 5 or 7
14 Prin. of Teaching	3	1:30	M	W	F	1-2 or 4, and 5 or 7
15-16 Educational Seminar						See Prof. in charge.
17 Prin. & Methods of Moral and Religious Educ.	2	9:30		T	T	
<b>English</b>						
0 Sub-Freshman Comp.		10:30		T	T	
		1:30		T	T	
1-2 Rhetoric and Eng. Comp.	4			T	T	At all hours
1a Rhetoric and Eng. Comp.	2	10:30		T	T	
		1:30		T	T	
3 English Composition	2	9:30		T	T	1-2
4 English Composition	2	9:30		T	T	1-2
9-10 Survey of Eng. Lit.	4	11:30		T	T	
		10:30		T	T	
12 Intro. to Amer. Lit.	3	8:00	M	W	F	
20 Business English	2	11:30		T	T	1-2
22 Advanced Composition	2	10:30		T	T	3-4
25 News Writing	2	10:30		T	T	1-2
27 The Short Story	2	11:30		T	T	9-10
† 29 Old English	3	11:30	M	W	F	9-10
† 30 Beowulf	3	11:30	M	W	F	29
35 Chaucer	3	8:00	M	W	F	9-10
36 History of Eng. Lit.	3	8:00	M	W	F	9-10
41 Elizabethan Literature	3	2:30	M	W	F	9-10
42 The Puritan Age	3	10:30	M	W	F	9-10
43-44 The Classical Period	6	9:30	M	W	F	9-10
45-46 The Romantic Movement	6	10:30	M	W	F	9-10
47-48 The Victorian Age	6	11:30	M	W	F	9-10
51 The Novel	3	1:30	M	W	F	9-10
67-68 Shakspeare & his Contmp.	6	9:30	M	W	F	9-10
102 Teaching of English	3	1:30	M	W	F	9-10

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites		
<b>Geology and Mineralogy</b>								
1 Economic Geography	2	11:30	T	T				
3-4 Physiography	6	9:30	T	T				
5 General Geology	4	11:30	M	W	F	Soph Rank		
6 Historical Geology	4	11:30	M	W	F	5		
‡ 8 Structural Geology	3	9:30	M	W	F	6		
10 Mineralogy	5	10:30	M	T	W	T	F	Soph Rank
11 Economic Geology	3	10:30	M	W	F	5, 6, & 10		
14 Petrology	2	8:00		T	T			
15 Meteorology & Climat'l'gy.	2	8:00		T	T			
17 Geology of Wisconsin	3	9:30	M	W	F	3-4		
20 Paleontology	2					Jun. Rank		
<b>German</b>								
1-2 Beginning	10	8:00	M	T	W	T	F	
3-4 a Third Year Reading	4	11:30			W	F	1-2	
		2:30			W	F	1-2	
3-4 b Third Year Comp. & Conv.	4	10:30		T	T	1-2		
		2:30		T	T	1-2		
5-6 Advd. Composition	4	9:30			W	F	3-4 a & b	
7-8 Scientific	4						3-4 a	
‡ 9-10 Soph. Classical Drama	4	9:30		T	T		3-4 a & b	
11-12 Life & Works of Goethe	4	8:00		T	T		3-4 a & b	
13-14 The Modern Drama	4	10:30			W	F	9-10 or 11-12	
‡ 15-16 The Novel	4	10:30			W	F	9-10 or 11-12	
‡ 17-18 Lyrics	4	10:30			W	F	11-12 or 13-14	
‡ 19-20 History of German Lit.	4	8:00			W	F	9-10 or 11-12	
21-22 History of German Lit.	4	8:00			W	F	9-10 and 19-20	
101-102 Teaching of German	4	8:00		T	T		See page 137	
23 Elem. Middle High Germ.	3							
24 History of Germ. Lang.	3						21-22 and 23	
25-26 German Conversation	2						9-10 or 11-12	
<b>Greek</b>								
1-2 Elementary	8	8:00		T	W	T	F	
3 Xenophon	4	9:30		T	W	T	F	1-2
4 Homer	4	9:30		T	W	T	F	1-2
5 Plato	3	9:30	M		W		F	
6 Tragedy	2	9:30		T		T		4
7 Greek Lit. in English	2	9:30		T		T		
‡ 8 Selected Epistles of Paul	2	9:30		T		T		Three Sem. of Greek
<b>History</b>								
1-2 Mediaeval	6	10:30	M	W				
Quiz Th. 8:00 & 11:30 Fr. 8:00 & 10:30								
5-6 English	6	10:30			T	T		
11 Greek	3	11:30	M	W	F			Soph Rank
12 Roman	3	11:30	M	W	F			Soph Rank
21 Renaissance	2	10:30			T	T		1-2
22 Reformation	3	9:30	M	W	F			2 or 21
24 Mediaeval Civilization	2	10:30			T	T		1-2
31 Modern Europe	3	11:30	M	W	F			
32 Modern Europe	3	11:30	M	W	F			31
51 American	3	8:00	M	W	F			Jr. and Sen. Rank
52 American	3	8:00	M	W	F			Jr. and Sen. Rank
102 Teaching of History	2	11:30		T	T			Sen. Rank

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation	Prere- quisites
<b>Latin</b>			
1-2 Cicero, Vergil & Terence	8	10:30 T W T F	
3-4 Ovid & Nepos	2	10:30 M	
‡ 5-6 Cicero, Horace & Terence	8	10:30 T W T F	
‡ 7-8 Phaedrus, Lat. New Test.	2	10:30 M	
9-10 Pliny, Martial, Tacitus	6	11:30 M W F	1-2, 5-6
‡ 11-12 Juvenal, Livy, Cicero	6	11:30 M W F	1-2, 5-6
‡ 13-14 Latin Composition	4	11:30 T T	1-2, 5-6
15-16 Teaching of Latin	4	11:30 T T	1-2, 5-6
A Begin. Latin & Caesar	10	8:00 M T W T F	
B Caesar & Cicero	10	1:30 M T W T F	
C Cicero & Vergil	10	2:30 M T W T F	
<b>Mathematics, Engineering and Astronomy</b>			
<b>Mathematics</b>			
1 Trigonometry	3	8:00 M W F	
		10:30 M W F	
		11:30 M W F	
2 Algebra	3	8:00 M W F	
		10:30 M W F	
		11:30 M W F	
4 Higher Algebra	2	1:30 T T	1-2
5 Analytic Geometry	3	9:30 M W F	1-2
6 Analytic Geometry	3	9:30 M W F	5
7 Calculus	5	10:30 M T W T F	6
8 Advd. Calculus	5	10:30 M T W T F	7
‡ 9 Projective Geometry	2		6
‡ 10 Differential Equations	2		6
‡ 12 Solid Geometry	2	8:00 T T	
‡ 101 Teachers' Course	2	8:00 T T	5
<b>Engineering</b>			
1-2 Mechanical Drawing	6	1:30 M W F	
3-4 Descriptive Geometry	6	9:30 M W F	
5-6 Surveying	6	11:30 T T	1
Field T. & T. 1:30-4:30			
‡ 7-8 Mechanics	6	9:30 M W F	5
<b>Astronomy</b>			
1 General Astronomy	3	2:30 M W F	
<b>Physical Education</b>			
1 Fresh. Gym. (Men)		9:30 M W F	
		10:30 M W F	
		2:30 M W F	
2 Soph. Gym. (Men)		9:30 T T	
3 Fresh. Gym. (Women)		1:30 T T	
		3:30 T T	
4 Soph. Gym. (Women)		2:30 T T	
<b>Physics</b>			
1-2 General Physics	8	11:30 M T W T	
Lab'y. 1:30-3:30 M. W.			
10:30 Th.			
3-4 General Mathematical	6	8:00 M W F	Math. 1-2
5-6 Physical Measurements	8	8:00 T	
Lab'y. Tu. 9:30-11:30			
Th. 8:00-11:30			

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation				Prere- quisites
7 Elec. and Magnetism	4	10:30	M	T	W T	3-4, 5-6
8 Dynamos and Motors	4	10:30	M	T	W T	7, Math. 7
‡ 9-10 Advd. Light	5	2:30	M		W F	3-4, 5-6 Math. 7
11-12 Advd. Heat	5	2:30	M		W F	3-4, 5-6 Math. 7
14 Physical Optics	3	1:30	M		W F	3-4, 5-6 Chem. 1-2
102 The Teaching of Physics	2					Minor in Physics
<b>Psychology and Philosophy</b>						
<b>Psychology</b>						
1-2 General and Educational	4	11:30		T	T	
3-4 General and Social	4	8:00		T	T	
‡ 5 Adolescence	2	8:00			W F	
7 Character Study	2	8:00			W	
Lab'y. Fr. 1:30-3:30						
8 Advd. Psychology	2	8:00			W F	1-2, or 3-4
9 Experimental Psychology	2	8:00			W	1-2, or 3-4
Lab'y. Fr. 1:30-3:30						
<b>Philosophy</b>						
1-2 Introduction to	4	7:00			T	Psych. 1-2 or 3-4
3-4 History of Thought	4	10:30		T	T	Psych. 1-2 or 3-4
5-6 Present Day Phil.	6	9:30	M		W F	Psych. 1-2 or 3-4 1-2 or 3-4
7 19th Century Philosophy	2	9:30		T	T	
8 Evolution	3	9:30		T	T	Psych. 1-2 or 3-4
‡ 10 How to Think	3	10:30			W F	Psych. 1-2 or 3-4
11 Ethics	2	2:30		T	T	
12 Phil. of Religion	2	1:30		T	T	
<b>Public Speaking</b>						
1 Extempore Speaking and Oral English	2	9:30		T	T	
		11:30		T	T	
		1:30		T	T	
3-4 Fundamentals of Delivery	6	2:30	M		W F	Soph. Rank
5-6 Debate	6	2:30		T	T	Soph. Rank
7 Dramatic Action	2	10:30		T	T	Soph. Rank
8 Advd. Dramatic Action	2	10:30		T	T	7
9 Oration Writing	3	11:30	M		W F	
10 Advd. Oratory	3	11:30	M		W F	9
12 Contemporary Drama						
13 Intercollegiate Oratory	2					
14 Intercollegiate Debating	3					
<b>Religion</b>						
1-2 Early Missions	4	1:30			T F	
3-4 Missions	4	2:30			T F	
5-6 Comparative Religion	4	3:30			T F	Soph. Rank

## SUMMARY OF COURSES (Continued)

COURSES	Hrs. Cr.	Time of Recitation		Prere- quisites
7 Evidences of Christianity	2  1:30	T	T	
8 Phil. of Religion	2  1:30	T	T	
9 Christian Ethics	2  1:30	T	T	
<b>Romanic Languages</b>				
<b>French</b>				
1-2 Beginning French	8  8:00	T	W T F	
	11:30	T	W T F	
3-4 Second Year	8  1:30	T	W T F	1-2
5-6 Third Year	6  9:30	M	W F	3-4
7-8 Fourth Year	6  10:30	M	W F	5-6
<b>Spanish</b>				
9-10 Beginning	8  8:00	M T	T F	
	1:30	M T	T F	
11-12 Second Year	8  9:30	M T	T F	9-10
<b>Social Sciences</b>				
<b>Economics</b>				
1 Elements of Economics	5  8:00	M T W T F		Soph. Rank
2 Corporations and Trusts	3  10:30	M W	F	1
‡ 3 Transportation	3  10:30	M W	F	1
4 The Market	2  8:00	T	T	1
5 Money and Banking	3  9:30	M W	F	1
6 Finance and Taxation	3  9:30	M W	F	1
7 Problems of Distribution	2  9:30	T	T	1
8 Trade Unions and Labor Problems	3  8:00	M W	F	1
10 Spending and Investing	2  9:30	T	T	1
11 History of Econ. Thought	2  10:30	T	T	1
102 Teach. of Econ. & Civics	2  10:30	T	T	Jun. Rank
<b>Commerce</b>				
1-2 Elements of Accounting	6  10:30	M W	F	
‡ 3 Advd. Accounting	3  1:30	M W	F	1-2
‡ 4 Cost Keeping	3  1:30	M W	F	1-2, 3
5 Business Management	3  11:30	M W	F	Econ. 1
6 Business Law	3  11:30	M W	F	Econ. 1
‡ 7-8 Insurance	6  9:30	M W	F	1-2, Econ. 1
9-10 Advertising	6  8:00	M W	F	Econ. 1
11-12 Economics of Price	4  10:30	T	T	Jr. & Sen.
13-14 Advd. Economic Geog.	4  8:00	T	T	Seniors
‡ 15-16 Seminar in Statistics	4  9:30	T	T	Jr. & Sen.
<b>Politics</b>				
1 American	4  10:30	T W T F		Soph. Rank
2 Comparative	4  10:30	T W T F		1
3 Constitutional Law	2  9:30	T	T	Soph. Rank
4 International Law	3  9:30	M W	F	1
5 Prob. in Pol. Evolution	2  9:30	T	T	1
7 Municipal Government	3  2:30	M W	F	Soph. Rank
<b>Sociology</b>				
1-2 Prin. of Sociology	6  8:00	M W	F	Soph. Rank
3 Social Problems	2  8:00	T	T	Soph. Rank
4 Race Problems	2  8:00	T	T	Soph. Rank
20 Social Science Seminar	2			Jr. & Sen.



# LAWRENCE CONSERVATORY OF MUSIC

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## The Faculty

SAMUEL PLANTZ, Ph.D., D.D., L.L.D., PRESIDENT OF THE COLLEGE.

FREDERICK VANCE EVANS, DEAN OF THE CONSERVATORY, CONDUCTOR, PROFESSOR OF SINGING AND MUSICAL APPRECIATION.

CARL J. WATERMAN, PROFESSOR OF SINGING AND PUBLIC SCHOOL MUSIC.

PERCY FULLINWIDER, PROFESSOR OF VIOLIN.

LUDOLPH ARENS, PROFESSOR OF PIANOFORTE AND THEORY; TEACHERS TRAINING COURSE.

CLEVELAND BOHNET, B.M., PROFESSOR OF PIANOFORTE.

ALMA HAYS REED, PROFESSOR OF SINGING.

MASON SLADE, PROFESSOR OF ORGAN.

NETTIE STENINGER FULLINWIDER, INSTRUCTOR IN PIANOFORTE, ELEMENTARY HARMONY, AND HISTORY OF MUSIC.

ANNABELLE MAC INTYRE DICKEY, PROFESSOR OF SINGING.

GERTRUDE STERNBERGER, TEACHER IN SINGING.

ESTHER DEAN LARSEN, TEACHER IN VIOLIN.

MARY MARGUERITE ARENS, INSTRUCTOR IN EXPRESSION.

LILYAN BRADEN, TEACHER IN PIANO.

AIMEE BAKER, INSTRUCTOR IN DRAWING.

J. G. MOHR, TEACHER IN PIANO TUNING.

## Information

Students entering the Conservatory of Music do so either as regular or special students. As regular students they follow prescribed courses of study, and become candidates for a certificate, diploma, or degree. As special students, they pursue such work as they may elect.

The regular courses are based upon the necessary elements of a complete musical education. It must be

borne in mind that such an education has reference not only to the ability to perform in an artistic and interesting manner, but concerns as well the comprehensive appreciation and understanding of music and its allied arts, in their esthetic aspects. It becomes increasingly necessary that the musician be other than a mere performer, that he have an intelligent conception of the material of music, a firm grasp of fundamental principles, and a well defined artistic and discriminating taste. And it is equally necessary that the public school music supervisor be equipped with a teaching knowledge of drawing, or expression, and, if possible, pottery and designing. This broad education is as necessary for the cultivated amateur as for the professional. All students are strongly urged to take the regular work.

## Buildings

**Peabody Hall.**—The Conservatory home, named after the donor, the late George F. Peabody, of Appleton, is an attractive stone building, containing the offices of the department, a waiting room, studios, and a beautiful recital hall.

**Practice Hall.**—The old conservatory building has been reserved exclusively for practice rooms and studios of the drawing, pottery and expression work. The rooms and studios are attractive and connected with Peabody Hall by a covered passageway forming a convenient and valuable addition to the equipment of the Conservatory.

**Dormitories.**—The girls' dormitories are located within convenient distance of Peabody Hall. No pains are spared to maintain in these halls a homelike atmosphere and to promote friendships and social culture,

both of which mean so much in the college life of young women. Each dormitory is in charge of a preceptress who lives in the building and associates with the students as friend and adviser. The price for room and board is five dollars per week.

Men students may obtain room and board at Brokaw Hall, the college dormitory for men.

### **Conservatory Library**

In this collection are valuable books of reference under the heads of biography, history of music, esthetics of music, dictionaries, criticism, essays, etc., as well as texts on drawing, pottery, and expression.

### **Artists' Series**

In selecting the concerts for the Conservatory of Music, effort is always made to present programs which not only please the public, but will be educational and will offer the best in musical literature by artists of national and international reputation. The following artists have appeared during past seasons: Maggie Teyte, soprano; Myrtle Elvyn, pianist (twice); Luella Chilson Ohrman, soprano; Vera Barstow, violinist; Harold Osborn Smith, pianist; Helen Stanley, soprano; Boris Hambourg, violincellist; Christine Miller, contralto; Sir Edward Baxter Perry, pianist; Merle Tillotson Alcock, contralto; Bechtel Alcock, tenor; Charles Wakefield Cadman, lecturer, composer, pianist, with Princess Tsianina Redfeather, mezzo soprano, in native costume; John W. Nichols, tenor; Mrs. John W. Nichols, pianist; Richard Davis, baritone; Arthur Shattuck, pianist; the Kneisel String Quartet; Edward Collins, pianist; David Bispham and Company; Albert Spalding, violinist; Carl Friedberg, pian-

ist; Arthur Middleton, basso; Leopold Godowsky, pianist; Cave Thompson, pianist; Holmes Cowper, tenor; Genevieve Wheat-Baal, alto.

## **Expression**

The Lawrence Conservatory of Music goes on record as favoring an important feature of vocal work that is so frequently overlooked; namely, elocutionary studies. Courses are offered which all regular voice students of the department are required to take. However, a more complete course is available to those who desire to specialize in this work. One of the basic truths of all vocal endeavor is the need for just this sort of training. The prevalent American tendency to flat A's and give a provincial turn to final R's cannot easily be remedied in the singing voice until relieved in the speaking voice. Furthermore, facial expression is too often a stolid characteristic among singers. The course is designed to overcome this tendency.

## **Faculty Recitals**

One of the most helpful features of the department is the recitals by the faculty. Every semester, programs are arranged in which the students hear the choicest numbers from classic writers.

## **Students' Concerts**

Throughout the season, recitals of instrumental and vocal music, as well as expression, are given in Peabody Hall by the students, to which their friends and the public are admitted free of charge. Toward the close of the season concerts and exhibits are given in which only the most advanced students take part, and to which also the public is invited.

## **Correlated Studies**

There is a tendency on the part of many music students to neglect the essential elements of a general education. To them the study of music and its allied arts is in itself so engrossing that the importance of other branches of study is overlooked. In schools where music is taught exclusively, this tendency is aggravated, but the Lawrence Conservatory of Music advises supplementary work, incidental to a general education.

### **Appreciation**

A course of lectures on "Appreciation" is offered each year, consisting of lectures on the topics of music's origin, growth, function, and the art of listening. No previous study is required to understand the course as offered. Regular students are required to take it. Any others interested may enter.

### **Conservatory Ensemble Organizations**

No student may claim to have a broad musical education who has not acquired the ability to participate in ensemble work; yet work of this character is often neglected in many schools of music in this country. The work of the ensemble organizations does not interfere with or take place of the work of private instruction, but supplements it.

No expense whatever is connected with membership in any of these ensemble organizations.

### **Orchestra**

An orchestra is maintained, giving the experience and routine necessary to become an efficient orchestra player. All pupils in the advanced grades of stringed

and other orchestral instruments are entitled to membership. Prof. Fullinwider is the conductor.

### **Glee Clubs**

The glee clubs have for many years been prominent features of the college, giving annually a series of concerts in various cities of Wisconsin and adjoining states, besides participating in many local events. Membership is restricted to Conservatory and College students. Prof. Waterman directs the men's club and Mrs. Reed the ladies' club.

### **Choral Society**

The Philharmonic Choral Club numbers one hundred and fifty voices, composed of students and local residents. Dean Frederick Vance Evans is director. Its purpose is to give oratorios, cantatas, and part-songs in the local musical world. The conditions of membership are a voice of fair effectiveness, a correct ear, and regularity in attendance.

### **Music Festival**

The Spring Music Festival is held for the purpose of advancing the musical interests of the community. Such advantages as are offered at this time are rarely to be found outside of large cities. The festival consists of three concerts: a symphony evening, a matinee of soloists and orchestra, and a final concert given by the Philharmonic Choral Club, assisted by the orchestra and soloists. It is under such conditions that music makes its supreme appeal, and students are fortunate who can thus have their inspiration aroused. Such occasions enlarge their musical appreciation and fire their ambition.



## **Drawing, Expression, Designing**

The working of drawing, expression, and designing is an integral part of the Conservatory and is organized for the purpose of widening the opportunities of students in the various departments. It is equipped to meet all immediate needs of those who would specialize in these subjects. Students will find here a scholastic and social atmosphere that inevitably enlarges the vision and invigorates the creative faculty. There is also the opportunity to combine the drawing and expression instruction in the related course of Public School Music,—an advantage offered by few schools anywhere. This will appeal especially to those intending to become public school music supervisors.

## **COURSE OF INSTRUCTION**

### **The Pianoforte**

A systematically developed technical foundation is the first requisite in pianoforte playing. This is accomplished by a carefully selected and graded set of exercises and studies, designed to bring about that control of the muscles without which artistic results cannot be attained. At the same time, the musical concept of the student receives especial attention. In the regular course, Bach and Czerny are the principal aids to technical advancement. The works of Mozart, Haydn, Beethoven, Schumann, Schubert, and Chopin are also used, but not to the exclusion of modern writers. Clearness of conception, distinctness of phrasing, variety of tone, good rhythm, and technical accuracy are the main points insisted upon.

As the student advances, interpretation becomes a special study, and characteristics of each of the great

tone poets must be well grasped. The various emotional intellectual, and physical faculties are brought into that harmony and approximation which results in artistic performance. Opportunity is offered for the study of piano concertos with orchestral accompaniment.

**Preparatory.**—Correct position of arms and hands; major and minor scales,—Herz, Bertini and others; Streabbog Op. 63 and 64; Czerny: *Selected Studies*, Book I. (Liebling Edition), or Loeschhorn's Op. 65, Koeler, Bertini, Streabbog, or Bach; Heller's Op. 45; easy pieces.

**Academic.**—Scales, arpeggios and chords, continued; Heller, Op. 45 (continued); Czerny (Books II and III, Liebling Edition), or Cramer, Mertke, or others; Krause, *Etudes* Op. 2; Cramer (Books I and II); Sonata, Op. 47, No. 2, Clementi; Mozart, easier sonatas; easier Haydn sonatas; etudes and pieces by standard composers.

**Junior.**—Chords, arpeggios, octaves, etc. (Voight, Liebling, Czerny and others); Czerny, Op. 299 or 740, and *Forty Daily Exercises*; Bach, *Inventions*, (Two and Three Voices); Bach, *English Suites*; Foote, *Etudes*, Op. 27; Mozart, sonatas; Chopin; compositions from ancient and modern composers.

Note: The foregoing courses of study, including two semesters of harmony, two semesters of musical history, and the course in Teachers' Training, are the requirements for the Teacher's Certificate Course.

**Senior (Diploma).**—Technical work continued; difficult studies, (Czerny, Cramer, Heuselt, Moscheles, or others); Clementi, Gradus, Bach, *Well-Tempered Clavichord*, (Book I); Beethoven, sonatas; Seeling, *Etudes*; Compositions by Chopin, Schumann, Mendelssohn, Moszkowski, Brahms, Godard, Grieg, MacDowell, Liebling, and others; second year harmony, analysis and counter-point.

**Senior (Degree Course).**—Moszkowski, *School of Virtuosity*; Bach, *Well-Tempered Clavichord* (Book II); Beethoven, sonatas; musical form and analysis; compositions and concertos by Chopin, Weber, Schumann, Rubinstein, Handel, Liszt, Grieg, and others.

## **Bachelor of Music Degree**

Bachelor of music degrees are conferred on those completing the various courses of the Conservatory who have in addition, thirty hours of credits in the College of Liberal Arts.

### **Voice Culture**

Singing is an emotional art, but the mechanics must nevertheless be thoroughly understood. The mere possession of emotion and voice avail nought unless one study the methodical and mechanical aspects and perfect himself in the control thereof. Method must be so completely mastered that the layman who listens is not burdened with the effort the singer puts forth. The singer who cannot control his singing so as to bring out the best tone of his voice, will acquit himself poorly, no matter how much temperament he may possess.

An instrumentalist buys his instrument, and merely has to learn to use it. The singer commences farther back. Even if this instrument is given to him in a perfect state, it rarely remains perfect until he is ready to use it. He must not only repair it if it has suffered injury during childhood, but even if it is in perfect condition when he essays to learn to sing, he must master its various uses so that he may preserve it uninjured; and not only that, he must develop it by constant and right use. It is only when the mechanics are thoroughly mastered and subjected to psychological control that the artist really appears. There are favored individuals appearing from time to time, who are said to sing naturally. They are rare. In any case, if they do not know how they sing, they can

never teach; for to teach, one must not only know how to do a thing, but be able to demonstrate how it is done.

There is no way to make the study of vocal art easy. While the fine arts are all expressions of the highest forms of our emotional and mental being, the gift of song seems to be at once the most difficult to master, yet the most common. For this reason vocal study should be slow and sure, and above all, under the guidance of painstaking and competent teachers.

The outline of courses follows:

**Preparatory Course.**—Breath control, voice placing, tone production; Concone, Sieber, Vacci, and Marchesi; easy songs in English; French and German; rehearsals in the Philharmonic Choral Club; piano.

**Academic.**—Development of range; exercises for flexibility; vocalises by Concone, Bordogni, and others; beginning of repertoire of standard songs in English; French and German; history of music; rehearsals in the Philharmonic Choral Club; Piano.

**Junior.**—Advanced vocalises; continuation of technical development; harmony; rehearsals in the Philharmonic Choral Club; standard operatic arias; study of oratorio; modern song literature.

Note: The foregoing courses of study are the requirements for the Teacher's Certificate Course.

**Senior (Diploma).**—Development of repertoire; harmony; preparation for church, oratorio, and concert; study of operatic roles; rehearsals in the Philharmonic Choral Club.

## Violin

The art of violin playing has made such rapid strides within late years that it has become a prominent

feature in musical institutions of standing; therefore, great improvements have been made in methods of instruction, in accordance with which this department aims to keep pace.

Quality is sought rather than quantity, both in practice and in presenting works of art. Great emphasis is placed on habits of practice, and the student's mental grasp of the work is developed in accordance with the technical phase. The playing aloud of a composition should be no more necessary for its understanding than the reading aloud of a piece of English prose.

For graduation the pupils must present a complete list of music studied, and must give a public recital and read at sight a composition selected by the faculty.

**Preparatory and Academic Course.**—Sevcik, *Violin School*, Op. 6, Nos. 1 to 7; Meerts, *Elementary Studies; Gymnastics* by Leonard; Studies by Kayser, Mazas, Schradiek, etc.; soli with piano accompaniment by Dancla, Sitt, Jacoby, De Beriot, and others; history of music.

**Junior—Teacher's Certificate.**—Studies by Kreutzer, Rode, Dont, Meerts, Schradiek, sonatas by Tartini, Nardini, Handel, Haydn, and others; concertos by Viotti, Rode, De Beriot; harmony.

**Senior—Artist's Course.**—Caprices by Paganini; sonatas by Bach; soli by Wieniawski, Sarasate, and others; concertos and miscellaneous compositions by Vieuxtemps, Mendelssohn, Bruch, Dvorak, Beethoven, Brahms, Grieg, and others; harmony.

## History of Music

This work covers one year. The Conservatory has a valuable reference library placed in Peabody Hall for the use of students during the school year.

## Organ

A certain facility at the piano is necessary before the study of the organ can be taken up successfully.

**Preparatory.**—Stainer, *Organ Primer*; Carl, *Master Studies*; Bach, chorales; easy pieces by Smart, Merkel, Guil-mant.

**Academic.**—Carl, *Master Studies*; Nilson, *Pedal Studies*; Bach, short preludes and fugues; hymn tune playing; compositions by Guil-mant, Rheinberger, Whiting; history of music.

**Junior.**—Bach, preludes and fugues; Nilson, *Pedal Studies*; studies in registration; sonatas by Guil-mant, Rheinberger; Merkel, Mendelssohn; harmony.

**Senior.**—Bach, greater preludes; fugues; Nilson, *Pedal Studies*; concertos and symphonies by Handel, Widor; harmony.

## Theoretical Course

### First Year

**First Semester.**—*Harmony: Scales*—major and minor; intervals and chords; principal triads of the major scale; principal triads of the minor scale; chord of the sixth; chord of the sixth and fourth; chord of the dominant seventh with its inversions; secondary triads with their inversions; ear training; dispersed harmony; chord of the dominant ninth in major; chord of the dominant ninth in minor; chord of the seventh on the leading tone; chord of the diminished seventh.

**Second Semester.**—Modulation to closely related keys; analysis of hymns; original four-part writing; ear training; modulation (continued); secondary seventh chords in major and minor with their inversions; chorale and chant; chromatic passing tones; original writing and analysis; mixed chords; ear training.



## Second Year

**First Semester.**—Mixed chords (continued); enharmonic changes; irregular resolutions of the dominant seventh chord; modulation to remote keys; non-harmonic tones; suspensions, retardation, appoggiatura, anticipation; passing tone and embellishment; accented and double passing tones; obligato melody; organ point; inverted pedal; melodic figuration; harmonization of florid melodies; accompaniments; chromatic scale harmonized; figured chorale; original writing; ear training and dictation.

**Second Semester.**—*Analysis and Counterpoint*; Analysis of Mendelssohn's *Song without Words*; Mozart's and Beethoven's sonatas, and other classical and modern compositions; counterpoint in two parts (first species); counterpoint in two parts, (second species); ear training and dictation; analysis (continued); canon and fugue; counterpoint (continued) in two and three parts (first, second, third, and fourth species).

## Graduate

### Bachelor of Music Course

**First Semester.**—Triads and seventh chords; the broken chord; reduction; modulation; the appoggiatura; the appoggiature chord; the free tone; the embellishment; the suspension; the anticipation; the free anticipation; the retardation; the organ point; the pedal; dispersion of chord members; altered chords; the supertonic seventh with sharp third; other altered steps; consecutive dominant sevenths.

**Second Semester.**—Enharmonics; assumption of keys; incomplete modulation; the deceptur resolution; passing diminished seventh chords; the diminished seventh on the raised fourth; the augmented sixth chords; modulation down a minor second by an augmented chord; chords with a diminished third or hidden augmented sixth; embellishment of the tonic six-four in a cadence; consecutive tonics; chromatic passing chords and passing sequential figures; the sequence; two simultaneous harmonics; the skip resolution; the church modes and unusual cadences; two-part writing; one-part writ-

ing and the cadenza; reduction; its application in memorizing and in sight playing; musical form.

## Public School Methods

The purpose of this course is to equip men and women to supervise and teach music in the public schools. As the system of instruction differ, students become familiar with such systems as the "Modern" (Silver Burdett), "Eleanor Smith" (American Book Co.), the "Educational" (Ginn & Co.), etc.

Two school years are employed in the completion of this work. But to complete within this time, the course requires diligent study, regular practice, talent for music, and marked ability for teaching.

The entrance requirements are: (1) A good general education. A high-school education or its equivalent is necessary to secure a desirable position; (2) Talent for music, an agreeable voice, and the ability to interpret the music used in the elementary grades of the public school. (3) The ability to read simple music at sight.

**First Year.**—Public-school methods; sight reading; notation and terminology; ear training, dictation, writing; history of music; harmony; melody writing; private lessons in voice and piano; rehearsals of Philharmonic Choral Club for the study of the oratorio.

**Second Year.**—High-school methods; ear training and dictation; advanced harmony; form and analysis; psychology and pedagogy; child voice training; song interpretation; private lessons in voice and piano; rehearsals of the Philharmonic Choral Club; thesis on some professional subject.

## Method and Material

A study is made of methods of teaching music in the elementary grades, which conform to sound peda-

gogie principles. The following topics are discussed in lecture and class work:

Purpose of public-school music; correct position of body; breathing; care and training of the child voice; what to do with monotonies; simple ear training and dictation exercises; major scale and manner of presentation; tonic *sol-fa* hand signs; interval drill; development of the sense of rhythm in children; how to teach the problems of rhythm; how to unite time and tone; devices; beating time; note singing; staff represented in simplest manner; scale names, pitch names and syllable names; notation and terminology; use of the pitch pipe; how to secure individual proficiency; plan of study in exercise and songs; vocalization; classification of voices; part singing; principles of sight singing; written work; visualization; tone thinking; how to teach chromatics; problems of rhythm; bass clef; triads, modulation, minor scale; importance of individual work; value of song singing as a basis for future study; use of the baton; art of conducting; practice teaching, suggestions in presentation; how to assign and conduct a lesson; song interpretation, enunciation, phrasing; expression; style; technique of class management; study of material and method of presentation from the first to the eighth grades inclusive.

## High-School Methods

**High-School Chorus.**—Organization; classification of voices; seating of chorus; management of the chorus; how to awaken interest; discipline; results; directing; examination of high-school material.

**Musical Appreciation.**—This study should be added to the singing of choruses and part songs now to be systematically chosen from the greater composers, and to the hearing of solo songs and the instrumental composition similarly chosen. Analysis of the form and the content of these compositions, together with contributory study of musical history and biography.

**Sight Reading.**—Drill in scale and interval singing; time subdivisions; part singing.

**Notation and Terminology.**—A complete review of musical notation is given, to insure absolute accuracy in the use of notation and such skill and speed as will enable teachers to make neat blackboard exercises for sight reading and drill.

**Ear Training and Dictation.**—Work in the objective study of tone; written work. Writing melodies from memory is followed by writing of songs in two and three parts. Rapid singing of four measure, phrases by the teacher and the writing of these by pupils, soon lead to the habit of both seeing and hearing by phrases rather than note by note.

**Melody Writing and Elementary Form.**—Analysis and construction of melodies; place of melody writing in the school room; elements of form; the phrase; the period; the binary and ternary structures; thorough analysis of children's songs and other music adapted for use in schools; the small song forms named above are made familiar.

**Song Interpretation.**—The chief aim of music study in schools is the interpretation of the musical expression of others; as the formation of correct ideas is essential in all art teaching, there is no more important phase of music study than that of correct song interpretation. Songs adapted for the different grades will be sung. Each student completing the course will perform thirty songs appropriate for use in the grades. The songs must be committed to memory and played as well as sung.

**Psychology and Pedagogy.**—A study of the relation of psychology and pedagogy to musical education. Text-books: Halleck's "Psychology"; White's "Art of Teaching," and Farnsworth's "Education through Music."

**Harmony: Musical Form and Analysis.**—All students in public school music are required to complete the course in harmony, form and analysis as outlined for junior and senior years of the Theoretical Course. Two years are required.

**Musical History.**—A general study of musical events of the earlier times to the present is made. Text-book: Hamil-

ton's "Outlines of Musical History." Collateral readings and essays on musical topics. This course requires one year.

**Pianoforte and Singing.**—Every music supervisor should be able at least to play accompaniments and follow an instrumental score in conducting. One of the important phases of the work is the care of the child voice; therefore it is important that the music supervisor have a well-placed voice and a tone quality worthy of imitation by children under his instruction. The importance of the above cannot be too strongly emphasized.

Aside from the above class work, all students studying the public school music course are required to take private instruction in voice and piano.

## Public School Drawing

### *First Semester—*

- a. Freehand drawing in light and dark with charcoal, pencil, and pen and ink; perspective. Two half-days.
- b. Figure drawing in charcoal and pencil. One half-day.
- c. Color. The theory of color harmony; the technique of water color and crayon; sketching, illustration. One half-day.
- d. Design. Principles; problems of space filling; development of designs from flower forms. One half-day.

### *Second Semester—*

- a. Advanced drawing from still life and the cast. One half-day.
- b. Figure drawing continued. One half-day.
- c. Illustration. One half-day.
- d. Composition and Applied Design. Analysis of great compositions by the masters; design in its relation to the arts and crafts; historic ornament. One half-day.
- e. Public school methods. One half-day.



## Piano Tuning

This work is provided with ample accommodations for a systematic course of instruction to qualify thoroughly any who desire to make tuning a profession. The course is recommended to those who are to become teachers in sections of the country where competent tuners are not to be found.

**Outline of Course.**—Pitch and relation of intervals as applied to tuning. Structure of temperament. Acoustics, embracing the theory of scales, harmonics, beats and temperaments. Construction of pianoforte. Mechanism of action in minutest detail. Stringing. Action-regulating. Setting up piano action. Voicing. Rebuilding worn pianos.

## Honor System

All written examinations are conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind nor received aid from any source." The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the dean any irregularity or evidence of dishonesty he may have obtained during the period of the examination. The dean will weigh the evidence submitted and will inflict such punishment as in his judgment the case seems to justify.

## Terms of Tuition

The Conservatory of Music does not contend that its tuition is the cheapest, but it does claim—and investigation will substantiate this claim beyond contention



—that for the grade of instruction offered, the rates are as low as those to be found anywhere,—and this without considering the many free advantages offered students. The teachers for whom the highest rates are charged, rank high in their profession. The intermediate teachers are musicians of good standing, thoroughly competent to give instruction to the most advanced student. The preparatory teachers in most cases have done graduate work in this institution. Their education has been along the broadest and most approved lines and all have had ample experience as teachers.

A special catalogue of the Conservatory, in which a full schedule of courses and tuition is given, is published by the department and will be furnished on application.

For further information, address

FREDERICK VANCE EVANS, Dean.

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## STUDENTS, 1916-1917

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### Graduates

Bailey, Margaret	Appleton
Bowden, John Thomas	Negaunee, Mich.
Green, Veronica	Appleton
Hartmann, Herman K.	Appleton
Kumlien, Mrs. Wendell	Appleton
Kurz, Estella	Appleton
Marsh, Clara Church	Appleton
Reynolds, Grace	Marinette
Richardson, Pearl	Sparta
Sugerman, Helen	Appleton

### Seniors

Bannister, Guy Pendell	New Richmond
Black, Mary Downie	Menasha
Brown Frederica Kla Bada	Liberia, Africa
Brown, Wm. Walker	San Diego, Cal.
Campbell Constance	Neenah
Canright, Warren Raymond	Haskins, Ohio
Dawley, Leo Eldred	Royalton, Minn.
Dawley, Virgil Homer	Royalton, Minn.
Fillmore, Eva	Barron
Glaser, Freda	Appleton
Hagen, Lilyan	Appleton
Hague, Clifford W.	Lake Mills
Hall, Emma McKeen	Appleton
Hazen, Meribah	Waupun
Herbst, Agnes May	Fairchild
Herold, Elmer William	Prairie du Chien
Hill, Geraldine	Crystal Falls, Mich
Hirt, Anna Louise	Deerbrook
Hogan, Daniel	Appleton
Hooper, George W.	Palmyra
Houghtaling, Jules Verne	Rockford, Ill.
Huberty, Edward H.	Plymouth

Hull, Ruth	Stevens Point
Jones, Catherine Sara	Cambria
Jones, Gladys	Randolph
Kirkpatrick, Forrest Ray	Chippewa Falls
Kleist, Raymond George	Brillion
Koehler, Benjamin	Mishicot
Lemke, Erna M.	Wausau
Metcalf, Charles Winthrop	Janesville
Millard, Hazel Dorothy	Chetek
McMullen, Vivian Geraldine	Chilton
Oldenburg, Jessie Ingebor	Appleton
Packard, Dorothy Nellie	Appleton
Packard, Nina E.	Appleton
Paul, Gladys	Milton Junction
Perry, Ella Fern	Oconomowoc
Pinkerton, Blanche Irene	Waupun
Pinkerton, Ruth Mary	Waupun
Pratt, Jennie Mae	Oakfield
Reynolds, Olive	Marinette
Richardson, Kathryn Marie	Palatka
Ritchie, E. Margaret	Appleton
Schaal, Eugene	Gillett
Schneider, Frank	Appleton
Shattuck, Harold L.	Chippewa Falls
Silver, Mildred	Milwaukee
Skewes, Alice Ruth	Union Grove
Spear, Henry Creighton	Menominee, Mich.
Strathearn, Janet Nelson	S. Kaukauna
Struve, Marie	Plymouth
Symons, Dorothy Nellie	Sturgeon Bay
Taylor, Lorine Linea	Waupun
Teigen, Josephine	Prairie Farm
Thomas, Ethel C.	Potosi
Vance, Walker	Cincinnati, O.
Veeder, Marian Nott	Waupaca
Voelker, Dorothy	Branch
Walterbach, Waiter Herman	Marshfield
Weiland, Cecile	Appleton
Wendt, Grace	Ashland
Wentworth, Adele	Edgerton
Wentz, Ivan William	Plymouth

Wharfield, Harold B.  
Wheeler, Florence Sarah  
Wilkinson, Ruth  
Williams, Lola Margaret

Marshfield  
Chippewa Falls  
Shullsburg  
Appleton

## Juniors

Ainsworth, George MacKenzie  
Anthes, Ada S.  
Blair, Carrie  
Blotz, Elizabeth Margaret  
Broughton, Lawrence V.  
Butts, Jay Wallace  
Casey, Ethel Frances  
Cheney, Lois M.  
Collins, Earl Fawcett  
Conrad, Bradley Barker  
Curry, Carrie Eva  
Daniel, Margaret Lillian  
Davis, Kathryn Avery  
Delbridge, Helen Gertrude  
DuMez, Gladys  
Dunn, Lawrence B.  
Eddy, William Chaffee  
Erb, Emilie  
Erdman, Toby Ralph  
Fell, Sidney David  
Fenton, Clyde Henry  
Findeisen, Ruth Leona  
Gabelein, Charlotte  
Griffiths, Joseph Henry  
Hampel, Elfrieda  
Hirt, Bertha Elma  
Hoenig, Fred Donald  
Holtz, Harold L.  
Hupe, Roy William  
Jacobson, Mervin E.  
Jones, Robey Isabel  
Kimball, E. Leona  
Komers, Madeline Thelma  
Krause, Arlington Colton  
Larson, Muriel Estelle

Appleton  
Clintonville  
Hancock  
Dodgeville  
Stanley  
Mason City, Iowa  
Randolph  
Barron  
Chicago, Ill.  
Janesville  
Darlington  
Randolph  
Galesville  
Oconto Falls  
Cashton  
Appleton  
Shelbyville, Ill.  
Appleton  
Oshkosh  
Mayville  
Kimberly  
Green Bay  
Menomonie  
Wittenberg  
Neenah  
Deerbrook  
Chippewa Falls  
Columbus  
Morristown, S. Dak.  
Oconomowoc  
Endeavor  
Briggsville  
Wausau  
Green Bay  
Neenah

Lomas, Lorraine W.	Green Bay
Luce, Harold Walker	Hancock
Marcy, Merrill L.	Chippewa Falls
Mathys Della Mabel	Arcadia
Meadows, Mary Vance	Wausau
Meating, Earl H.	New London
Millard, Jennie F.	Appleton
Mitchell, Rexford Samuel	Manawa
Mouat, James Stuart	Janesville
Nehls, Margaretta Floy	Lancaster
North, Jessica Nelson	Edgerton
Passmore, Dempster Stewart	Appleton
Pierce, Josephine L.	Appleton
Pratt, Grace Estelle	Barron
Radford, Anna Taylor	Hermansville, Mich.
Riegel, Mrs. E. L.	Neenah
Riner, Paul Gates	Oconto Falls
Rogers, Robert F.	Nashville
Sande, Eva Marie	Neenah
Schultz, Edward George	Kendall
Shufflebotham, Martha Elizabeth	Sheboygan
Smith, Marguerite Evelyn	River Falls
Smith, Norman Herschleb	Green Bay
Smith, Robert James	Rockford, Ill.
Smith, Vida Elizabeth	Appleton
Stair, Ruth Vivian	Brodhead
Steele, Fred E.	Sparta
Taylor, Helen Slocum	Janesville
Terp, Helen Dorothy	Green Bay
Trentlage, Otto	Appleton
Umbreit, Myron	Appleton
Vanderlip, Eva	Menominee, Mich.
Vincent, Paul M.	Appleton
Williams, Cornelia May	Viroqua
Wills, Wallace W.	Wausau
Young, Ethel Almira	Fox Lake

## Sophomores

Adams, Lafayette M.	Kewaunee
Aebischer, Frederick C.	Chilton
Allen, Delsie Mae	Mauston

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Ames, Verne L.	Markesan
Anderson, Alice Deborah	Milwaukee
Archerd, Marie	College Springs, Iowa
Armstrong, Claudine	Oconto
Atkinson, Carroll H.	Milwaukee
Barnes, Frederick Homer	Brooklyn, N. Y.
Bartlett, Gladys	Appleton
Beggs, Gerald Albert	Cameron
Bock, Millie L.	West De Pere
Bohlman, Herbert William	S. Kaukauna
Boll, Elmer J.	Antigo
Bradford, Alfred S.	Appleton
Bradish, Ruth	Omro
Braun, Arnold Otto	Baraboo
Bray, Mildred	Appleton
Brenner, Doris Luella	Sparta
Brewster, Grace Elizabeth	East Troy
Buckmaster, Ethel	Marshfield
Callahan, Alice B.	Menasha
Calvert, Emilie Winifred	Benton
Carey, Orville Clifford	Marion
Casey, Cora May	Randolph
Champion, Iden Charles	Gladstone, Mich.
Chipman, Willard Alonzo	Stoughton
Cooke, Margaret	Kaukauna
Cristy, Kenneth Earl	Waupaca
Darcy, Anne M.	Hillsboro
Davidson, Levinia Elsie	Hubbell, Mich.
Davis, Marie L.	Appleton
Deming, Alice Frances	Chicago, Ill.
Detjen, Gertrude	Algoma
Donner, Arvin Nehemiah	Dayton
Draper, Bernice Evelyn	Loyal
Edwards, Ethel Marie	Marion
Eiler, Walter	Racine
Elliott, William	Oregon
Ellis, Bruce Carlin	Brandon
Ellis, Irene	Brandon
Ellsworth, Blanche Evelyn	Barron
Elmgren, Dorothy Elizabeth	Kimberly
Ewen, Quirin George	Appleton



Foltz, Hazel Irene	Wausau
Friedrich, Arthur L.	Beaver Dam
Gettleman, Irene Henrietta	Escanaba, Mich.
Gilmour, Harold McKinley	Randolph
Gordon, Loma	Iola
Groff, Kenelm A.	Winona, Minn.
Hallenbach, Vernon Myron	Dunbar
Hammond, Agnes M.	Shawano
Hanson, Harold Eugene	Stoughton
Helmer, Amy	Duluth, Minn.
Hench, Josephine	Appleton
Heth, Louis E.	Racine
Hoeper, Alice Ruth	Wausau
Hogg, Thomas J. S.	Melrose
Hooper, Eva Clarinda	Palmyra
Horsfall, Ada Myra	Millville
Hoyer, Marion Rose	Manitowoc
Huber, Norma Marjorie	Minocqua
Johnson, Adolph Christian	Manitowoc
Johnson, Herman Oliver	Larsen
Johnson, Marcia Kilbourne	Eau Claire
Johnson, Miriam Isabelle	Pardeeville
Johnson, Olive Matilda	Pardeeville
Julian, Delvan	Mineral Point
Keller, Gustav J.	Appleton
Klein, Mike	Appleton
Klumb, Adela	Appleton
Knapp, Blanche E.	Brandon
Kuehmsted, Russell O.	Appleton
Lambrecht, Kathryn	Berlin
Lamont, Marion Elizabeth	Lodi
Lampert, Mineftawa	Wausau
Larson, Ada Margaret	Junction City
Lawrence, Victor Henry	Mayville
Lawson, Helen Elizabeth Lansing	Menasha
Lee, Thomas Irwin	Mondovi
Lieberman, Annie	Fort Atkinson
Little, Harvey Bonnell	Appleton
Lowe, Worthie Jason	Sheboygan
Lowry, Lucille	N. Fond du Lac
Lyman, Marjorie Tower	Appleton

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Marshall, Earl	Omro
Meinecke, Frank Roland	Tomah
Miller, Lillian Lucile	Evansville
Monat, William Stephen	Chippewa Falls
Mueller, Helen Elizabeth	Neillsville
Muscovitch, Norman Julius	Omro
McCourt, Earl	St. Croix Falls
McElroy, Merton Hamilton	New Richmond
MacInnis, Myra Lawrean	Oshkosh
Nicholson, Gladys S.	Appleton
Nimits, Charles	Beaver Dam
Norton, Charlotte	Chicago, Ill.
Nowak, Joseph Wend	Kewaunee
Nuss, George Allan	De Pere
O'Geran, Edward Graeme	Ludington, Mich.
Owens, Florence Alma	Oconto Falls
Paff, Marie	Wausau
Pagenkopf, Henry A.	Wausau
Passmore, Osborne	Appleton
Paul, Olin James	Green Bay
Peterson, Lyndle Wilson	Shawano
Pond, Charles	Wausau
Poundstone, Eva Marie	Mellen
Pugh, Geraldine M.	Racine
Pullen, Richard Woollard	N. Fond du Lac
Pynn, Irma Edith	Appleton
Reinke, Louis A.	Hartley, Iowa
Reynolds, Neal	Lodi
Richter, Esther Isabelle	Highland
Risdon, Helen Inslee	West De Pere
Roberts, Rob Roy	Fort Atkinson
Roels, Wesley W.	De Pere
Root, Wilbur A.	Fond du Lac
Runquist, Hjalmar Erick	Menominee, Mich.
Samson, Emmett M.	Cameron
Schacht, Roland John	Racine
Schatz, Margaret Arlotta	Randolph
Schlafke, Mildred Henriette	Appleton
Schottler, Bernice Barbara	Appleton
Schreiner, Sigred Alette	Westby
Schuessler, Arthur Otto	Fond du Lac

Schwalbach, Walter James	S. Germantown
Seefeld, Esther Edna	Milwaukee
Smith, Don Day	Milwaukee
Smith, Elwood Elvin	Rhineland
Steininger, George Edwin	Parker, S. Dak.
Stienecker, Fred Rudolph	Green Bay
Taylor, Elsie Elizabeth	Whitewater
Taylor, Ruth Maud	Milton
Temby, Joseph Lyell	Ashland
Thompson, Anna Marcella	Kaukauna
Thoms, Mildred Florence	Appleton
Townsend, Elta Louise	Elgin, Ill.
Vander Linden, Martin	Appleton
Verwey, Ruth L.	Menasha
Vincent, Arthur K.	Appleton
Wallman, Otto Frederick	Stratford
Waterpool, William Frederick	Neillsville
Watson, Hannah Willetta	Hill City, Minn.
Weed, Esther Elvira	Plainfield
Wells, Justin Charles	Appleton
West, Lester Bryan	Barron
Williams, Lulu Evaline	Appleton
Williams, Maitland Pape	Antigo
Williams, Margaret Anna	Wales
Williams, Ruth Olwen	Cambria
Winn, Robert Dixon	Rockford, Ill.
Wishek, Anna Farley	Ashley, N. Dak.
Wood, George Gerry	Appleton

## Freshman

Achtenhagen, Olga	Mayville
Ahlhorn, Edith Helen	Kilbourne
Albrecht, Karl A.	Appleton
Alexander, Robert	Soperton
Anderson, Marion Ruth	Madison
Andrews, Celia	S. Wayne
Anthes, Amy	Clintonville
Austin, Frank	Janesville
Baldwin, Mabel	Munising, Mich.
Beier, Walter H.	Almond

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Benyas, Ella	Appleton
Blume, Stanley	Menomonie
Braatz, Arthur Otto	Merrill
Bradford, Francis Scott	Appleton
Braunschweig, Bernhard Ludwig	Oconomowoc
Bredahl, Jay Raymond	Escanaba, Mich.
Brill, Mary Ellen	Appleton
Brunschweiler, Edith Harwood	Appleton
Bunnell, Frank H.	Mauston
Busby, William Oliver	Arcadia
Bushey, Donald John	Appleton
Caldwell, Hugh McIntyre	Poynette
Caldwell, Mary Lavinia	Poynette
Case, Paul T.	Fort Atkinson
Chamberlain, William J.	Appleton
Chapman, Clayton	West De Pere
Chellis, Edna	Wausau
Chesley, Earl Watson	Green Bay
Christopherson, Arthur Floyd	Rockford, Ill.
Clark, Carl Laurin	Glenbeulah
Colburn, Harriet Nancy	Shiocton
Colman, Russell Benjamin	Neillsville
Colvin, Reeve	Appleton
Connell, Walter James	Menomonee Falls
Corr, Paul Benjamin	Juneau
Corr, William Phillips	Juneau
Cremer, Victor	Cashton
Dame, George C.	Appleton
Darling, Ruth Mildred	Crystal Falls, Mich.
Davis, Bestram Langfort	Rhosymedoe, N. Wales
Day, Garfield William	Lake Geneva
De Swarte, Lois	Wauwatosa
De Vinney, Fred	Oshkosh
Dexheimer, Clifford A.	Fort Atkinson
Dixon, James Hall	Chippewa Falls
Doering, Willard Leland	Mifflin
Doll, William	Milwaukee
Donner, Edna Harriet	Dayton
Duff, A. Iola	Dane
Dunn, Dorothy Blanche	Norway, Mich.
Dyson, Clarence L.	Rockford, Ill.

Eagan, Lucille Florence	Wautoma
Ede, Kenneth L.	Lyons
Ellsworth, Frank Carpenter	Mineral Point
Empey, Fyrn	Algoma
Engleke, Bernice Leona	Fall River
Erickson, Milo Theodore	Cameron
Finnegan, Irene Marie	Appleton
Floyd, Lorna Belle	Omro
Folley, Walter Clark	Racine
Frederick, Carl Clarence	Fall River
Freer, Florence Emily	Kilbourne
Fridd, Jennie	Berlin
Froemming, Ruth	Algoma
Garfield, Inez	Neenah
Gates, Grace Mae	Mauston
Geach, Gwendoline	Appleton
Gelling, Thaddeus J.	Amherst
Genske, Carl M.	Plymouth
Gerhardt, Oscar Henry	Neillsville
Gerritts, John	Little Chute
Gibson, J. Bryan	Appleton
Glassen, Myron M.	Montfort
Goelzer, Earl E.	Plymouth
Graef, Esther M.	Appleton
Greunke, Alvin Ralph Carl	Appleton
Hackett, Durlin B.	North Freedom
Haight, Margaret	Montfort
Hale, J. Halbert	Knapp
Hallberg, Lloyd	St. Peters, Minn.
Hallberg, Wallace	St. Peters, Minn.
Hanson, Robert M.	Stoughton
Hanson, Roy B.	Chippewa Falls
Harriman, Joe	Appleton
Hartlett, Chester	Wausau
Haw, Mary	Augusta
Hawes, Anna	Appleton
Hawkins, Andrew Bryan	Cameron
Hawkins, Byron	Mattoon
Haylett, Grace	Evansville
Henze, Lucile	Granton
Hepler, Harold	Pardeeville

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Hepler, Maxwell	Pardeeville
Hilker, Elmer A.	Appleton
Hilker, Ralph	Appleton
Hirt, Elsie	Deerbrook
Hoisington, Forrest Willard	Tomah
Holbrook, William Floyd	Cameron
Holmes, Dorothy Althea	Chicago
Hopkins, Percie W.	Rockford, Ill.
Hoyer, Frank Charles	Manitowoc
Hunting, Earl	Marinette
Hurlbut, John Albert	Wibaux, Mont.
Ihlenfeld, Russell	Iola
James, Margaret	Wales
Johnson, Alfred Campbell	Milwaukee
Jones, Edna	Spring Green
Jones, Grace Eloise	Brandon
Jones, Harris Stafford	Duluth, Minn.
Jones, Hume McKinley	Endeavor
Jones, Lawrence E.	Black River Falls
Jones, Lillian Jean	Cambria
Kappel, Harry Christinsen	Racine
Kaumheimer, Milton Gustave	Milwaukee
Kautsky, Ruth	Colby
Keller, Helen	Appleton
Kelly, Muriel Patricia	Appleton
Kenney, Norma Margaret	Fox Lake
Kinkel, Ervin E.	Lomira
Klaus, Roland Austria	Winneconne
Knickle, William Dewey	Campbellsport
Knudsen, Roy Raymond	Split Rock
Konrad, Harvey M.	Appleton
Krebs, Viola Esther	Berlin
Kull, Pervis B.	Trenton, Mo.
LaChance, Raymond M.	Donaldson
Lachmann, Ruth Catherine	Neenah
Larson, L. Keville	Neenah
Laut, Agnes Millicent	Wausau
Lawson, Kenneth F.	Menascha
Lean, Everett G.	Dousman
Lean, Merton Seymour	Laurium, Mich.
Learned, Lawrence C.	Appleton



Lee, Marie Zada	Delta, Col.
Lee, Marjorie	Baraboo
LeRicheaux, Charles Paterson	Duluth, Minn.
Lieberman, Lloyd	Fort Atkinson
Lindley, Ethlyn B. E.	Chicago, Ill.
Lindley, Lynette	Appleton
Linke, Girth William	Hillsboro
Lloyd, Peter	Sparta
Lounsbury, Ira F.	Milwaukee
Louret, Joseph Lee	Hingham
Madison, Frederick W.	Mazomanie
Marston, James Berridge	Rockford, Ill.
Marx, Gladys	Chicago, Ill.
Matteson, Lynn Babcock	Clintonville
Maurer, Merrill Emil	Arcadia
Maurer, Wesley William	Appleton
Meadows, Elizabeth W.	Wausau
Melaas, Karel Christian	Stoughton
Meloney, Ralph N.	Spooner, Minn.
Menefee, Winifred	Eagle River
Mertz, Lawrence Carlton	Gladstone, Mich.
Mickelson, Roland Alvin	Racine
Miller, Viola	Evansville
Mundhenke, Herbert Roland	Rockford, Ill.
Murison, Miller	Portage
Murphy, Gladys Lillian	Burlington
Murphy, Wilbert Stair	Brodhead
McCandless, Vivian Harold	Antigo
McCrory, James	Fond du Lac
McFarland, Harvey	Oconto
McIlroy, Glenn W.	Hermansville, Mich.
MacKinnon, B. Herbert	Menasha
McLennan, Robin Robert	Wausau
McRae, Isabelle	Escanaba, Mich.
McNutt, Arthur Alexis	Appleton
Nashold, Bruce Jerome	Fall River
Nelson, Kathryn	Manitowoc
Newell, Mary C.	Oshkosh
Newing, William Bowyer	Green Bay
Newton, Marjorie Dell	Waupun
Norwood, Annie Grace	Wauwatosa

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Oldenburg, J. Glenn	Appleton
O'Leary, James V.	Appleton
Olson, Carl G.	Clear Lake
Orr, Margaret L.	Adrian, Minn.
Ostrander, Ruth	Omro
Ostrum, Lawrence Carl	Hancock
Palmer, Iva Bell	Fond du Lac
Parker, Metta	Melrose
Peterson, Helen Myrtle	Mountain
Petterson, Walter H.	Altoona, Minn.
Phelps, Clyde W.	Rockford, Ill.
Pinkerton, Marcia	Brandon
Piper, Harold A.	Racine
Plopper, Benjamin Clifford	Clintonville
Poundstone, George O'Finnerty	Mellen
Prahl, Charles E. Jr.	Berlin
Puchner, Rudolph	Menasha
Purvis, Mabel H.	Friendship
Ralston, William Arthur	Rockford, Ill.
Reeves, Willard Higley	Oconto
Retza, William F.	Appleton
Rintelman, William Llewelyn	Menomonee Falls
Ritchie, Jessie Lyel	Manitowoc
Ritter, Herman	Appleton
Robinson, Olive May	Evansville
Roels, Carlton B.	De Pere
Rosecrance, Francis C.	Rockford, Ill.
Rowland, David Hand	Racine
Saecker, Ruth M.	Appleton
Sandborn, Ruth Ellen	Appleton
Schalk, Gustav	Berlin
Schilling, Gladys	Wausau
Schultz, Roy	Neenah
Schweiger, Leo Joseph	Cashton
Seefeldt, Albert	Kewaskum
Seeger, Ruth Helen	Manitowoc
Siewert, Anita Mary	Arlington
Silver, Charles Albert	Milwaukee
Simester, Elsie	West Bend
Simsen, Arthur Christian	Kennewick, Wash.
Slade, Aubrey Mark	Ironwood, Mich.

Smith, Claude Alonzo	Peshtigo
Smith, Ruth C.	Peshtigo
Snow, Margaret Eulalia	Boscobel
Snyder, Adelle M.	Rochester, Minn.
Spindler, Albert	Stratford
Stanley, Beth	New London
Stein, Bruno Adam	S. Germantown
Stevenson, Violet Esther	Arlington
Stuempfig, John Christian	Westfield
Sullivan, Winifred Irene	N. Fond du Lac
Swanton, Milo E.	Rubicon
Swartout, Neil Fowler	Fall River
Swendson, Norman Lester	Amherst
Swift, Bernice Florinne	New London
Taylor, Frank	Philadelphia, Penn.
Thomas, Jane Evelyn	Appleton
Thompson, Lavergne Ruth	Kilbourne
Torrey, Don	Hortonville
Torrey, Lillian	Appleton
Townley, Robert N.	Milwaukee
Treat, Virginia	Appleton
Trexell, Leonard Edson	Winneconne
Trezise, Arthur Hocking	Ironwood, Mich.
Turner, Robert Graham	Brandon
Turner, Rolland Vincent	Brandon
Upham, Caroline Ruth	Marshfield
Verstegen, Michael	Little Chute
Vickery, Lorraine	Chetek
Vogl, Verda	Algoma
Wade, Wilma Evelyn	Rockford, Ill.
Walsh, Victor Joseph	Westfield
Ware, Charles C.	Boscobel
Watkins, Elmer Leland	Chicago, Ill.
Watson, G. Earl	Appleton
Wetmore, Harold E.	Bloomington
Wettergren, Edward Stanton	Rockford, Ill.
Wharfield, Aubrey C.	Marshfield
Whiting, Marjorie Gertrude	Montfort
Wieckert, Irma Adeline	Neenah
Wildhagen, Leah Lenz	Appleton
Willard, Esther May	New London

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Willett, Edna Marion	Madison
Williams, Anamary Dewey	Cambria
Williams, Clement H.	Elkhart Lake
Williams, Esther L.	Viroqua
Williams, Lola Dea	Waukesha
Williams, Ruth Margaret	Viroqua
Williams, Walter	Appleton
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Wilson, Margaret	Appleton
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Wolfe, Emanuel	Milwaukee
Wood, Edith	Appleton
Woodhead, Doris	Fall River
Wright, Gertrude	Oshkosh
Wright, Hallock G.	Juneau
Wright, William	Ironwood, Mich.
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Zeigle, Claudine	Warren, Ill.

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Beglinger, Gilbert	Appleton
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Black, Mary	Menasha
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Clark, Grace	Portage

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Cooney, Kathleen	Appleton
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Corr, Alice	Juneau
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Duff, Anna Iola	Dale
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Fenton, Dorothy	Kimberly
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Gebhardt, Eva	Oshkosh
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Hilker, Vernie	Appleton
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Hoh, Oscar	Appleton
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Holmes, Dorothy	Chicago, Ill.
Housel, Hope	Appleton

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Hull, Lois	Black River Falls
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Hunt, Marion	Appleton
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Koch, Alva	Plymouth
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Koepke, Lawrence	Appleton
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Kronitz, Gretchen	Watertown
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Le Tendre, Mabel	Chippewa Falls
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McIlroy, Glenn	Hermansville, Mich.
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Nelson, Lois	Granite Falls, Minn.
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O'Connor, Virginia	Appleton
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Olson, Mable	Marinette
Ornstein, Dorothy	Appleton
Ornstein, Edward	Appleton
Ornstein, Henrietta	Appleton
Owen, Florence	Oconto Falls
Packard, Lorna	Appleton

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Payer, Hazel	Appleton
Peerenboom, Loretta	Appleton
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Peterson, Gladys	Shawano
Poundstone, George	Mellen
Poundstone, Marie Eve	Mellen
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Pratt, Katharine	Appleton
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Probst, Roman	Appleton
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Reeve, Mary	Appleton
Reeve, Edith	Appleton
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Rick, Agatha	Augusta
Roberts, Mildred	Ft. Atkinson
Robinson, Olive	Evansville
Rogers, Mary	Appleton
Rollins, Edna	Mattoon
Rossmeissl, Evangeline	Appleton
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Ruberg, Marie	Appleton
Ruder, Paula	Wausau
Rule, Anna	Iron Mountain, Mich.
Ryan, Rose	Appleton
Saecker, Kenneth	Appleton
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Schaefer, Margaret	Appleton
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Scheer, Elizabeth	Appleton
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Schmidt, Hazel	Marshfield
Schreiner, Alette	Westby
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Schultz, Roy	Appleton

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Seefeld, Edna	Milwaukee
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Sindahl, Lily	Neenah
Slaughter, Mary	Green Bay
Smith, Janet	Appleton
Smith, Margaret	Appleton
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Spencer, Mrs. M. L.	Appleton
Stark, Donald	Appleton
Steele, Fred	Sparta
Sternberger, Gertrude	Jackson, Ohio
Stevenson, Edna	Arlington
Stimson, Frederick	Appleton
Stimson, Louise	Cheyenne, Wyo.
Swenson, Martha	Neenah
Swift, Bernice	New London
Theiss, Andrew	Appleton
Thomas, Ethel	Potosi
Thompson, Marcella	Kaukauna
Torrey, Don	Hortonville
Torrey, Florence	Appleton
Towne, Celia	Waupun
Townsend, Elta	Appleton
Treat, Virginia	Appleton
Treiber, Josephine	Appleton
Trentlage, Ruth	Appleton
Trever, Carl	Appleton
Tuttrup, Richard	Appleton
Utz, Elizabeth	Appleton
Van Buren, Marion	Appleton
Vandehei, Sylvia	Marion
Van Roy, Evelyn	Appleton
Verbrick, Marion	Appleton

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Vick, Amanda	Plymouth
Vieaux, Ruby	Green Bay
Vincent, Arthur	Appleton
Vogl, Verda	Algoma
Voigt, John	Appleton
Wade, Wilma	Rockford
Waltman, Lewis	Appleton
Wentworth, Adelle	Appleton
Weyenberg, Genevieve	Appleton
Weyenberg, Regina	Appleton
Wichman, Earl	Appleton
Whicher, Marion	New Auburn
Wichman, Loretta	Appleton
Wilcox, Elizabeth H.	Pardeeville
Williams, Esther	Viroqua
Williams, Margaret Anna	Wales
Willis, Percy Mason	Menasha
Willson, Harry	Appleton
Wing, Bonnie	Appleton
Wing, Eleanore	Appleton
Wink, Freda	Dorchester
Wipperman, Hildegard	Shawano
Wippler, Otta	Appleton
Wishek, Anna	Ashley, N. Dak.
Wissman, Irene	Appleton
Wolf, Ruth	Kaukauna
Wolfert, Rubie	Waldo
Wolter, Dorothy	Appleton
Wood, Winifred	Appleton
Wright, Hanford	Appleton
Wunderlich, Gladys	Marion, S. C.
York, May	Portage
Youtz, Edna	Appleton
Zeh, Edward	Appleton
Zeigle, Claudine	Warren, Ill.
Zimmerman, Viola	Beaver Dam
Zschaechner, Mildred	Appleton
Zuehlke, Lenore	Appleton



## Graduates in the College of Liberal Arts

### BACHELOR OF ARTS

#### *Summa Cum Laude*

Bessie Louise Cragoe	Ellen Gibson
Lydia Naomi Glaser	Anna Violet Hogan
Anna Dean Kellman	
Earl Carlyle MacInnis	Katherine Maia Stevens

#### *Magna Cum Laude*

Emily Catherine Cripps	Laura Margaret Gordon
Clyde Alfred Hunting	
Sarah Julia Mielke	Merrill Arthur Youtz

#### *Cum Laude*

Parker Karns Baird	Ruth Charlotte Hudson
Ellen Besta Kayser	

Dorothy Ora Ames	Roy Landon Humphreys
Miner Manley Austin	Addie May Hurley
Irvin Volney Baker	Blanche Ferris Jenney
Mabel Bamford	Arthur Joseph Johnson
Floyd Berry	Zella Theoda Keene
Lenah Rose Bishop	Anna Margaret Kline
John Thomas Bowden	Helen Estella Kurz
Jesse Max Chapman	Paul Eugene Lewis
Elva Helen Clark	Elsie Henrietta Lueck
Jessie Margerite Cochrane	Ida Estella Mackin
Lysle Russell Coleman	Clara Church Marsh
Arthur Dorsey Davis	Clarence Millard Mitchell
Lydia Marsh Eastman	Irene McCourt
Linda Augusta Eichman	George William McFetridge
Norah Sarah Exley	Carl Nelson
Harry Howard Fisk	George Nickell
Albert Leonard Franzke	Harriett Decker Noyes
Veronica Josephine Green	Trester Oosterhuis
Herman Konrad Hartmann	Arthur Peterson
Esther Mary Hayter	Marguerite Riesenweber
Dorothy Ingalls Holbrook	May Roderic

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Harvey Roels	Elmer Taylor Swann
Benjamin John Rohan	Harold Kendrick Taylor
Conrad Erwin Ronneberg	Alden W. Thompson
Carleton Engler Saecker	Ernest Gaulter Tiegs
Edward Henry Sauer	Mary Dorothy Webb
Laura Mariam Schultz	Ethel Emma Whitmore
Dora Sharp	Harold Gerrish Willard
Bernard Joachim Stecker	Della Winger
Edward Payson Stone	Arthur Carl Wittmann
Anne Laurie Stroud	Frank Bertin Younger
Helen Augusta Sugarman	Amil William Zellmer
Bertha Elizabeth Zepp	

## BACHELOR OF PHILOSOPHY

Grant Ellsworth Van Lone

**Departmental Honors**

## CHEMISTRY

Parker Karns Baird	Clyde Alfred Hunting
Conrad Erwin Ronneberg	Merrill Arthur Youtz

## ENGLISH

Anna Dean Kellman	Katherine Maia Stevens
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## PHILOSOPHY

Anna Dean Kellman

**Phi Beta Kappa***Senior Elections*

Bessie Louise Cragoe	Ellen Gibson
Lydia Naomi Glaser	Anna Violet Hogan
Clyde Alfred Hunting	
Anna Dean Kellman	Earl Carlyle MacInnis
Laura Mariam Schultz	
Katherine Maia Stevens	Merrill Arthur Youtz

*Junior Elections*

Emma McKeen Hall	Edward Huberty
Alice Ruth Skewes	

## Graduates in the Conservatory of Music

### GRADUATE STUDENT IN PIANO

Lilyan Braden

### BACHELOR OF MUSIC IN VOICE

Ellen Rowell

### SENIOR PIANO

Malinda Brown

Howard Jaekel

Alice Corr

Alva Koch

### SENIOR VOICE

Lillian Mundt

Sarah Jane Simmons

### SENIOR VIOLIN

Esther Dean Larson

## Honorary Degrees

### DOCTOR OF LAWS

Bishop Charles Bayard Mitchell, D.D., Ph.D.

### DOCTOR OF DIVINITY

Pres. George Evans, A.M.

## Prizes and Scholarships

### *Prizes*

#### J. T. LEWIS PRIZE

Highest Scholarship, 1915-1916 - - Anna Dean Kellman

Honorable Mention - - - Ruth Lillian Bradish

#### CHARLES E. TICHENOR PRIZE

##### *English Literature*

1. Bessie Louise Cragoe

2. Lenah Rose Bishop

#### J. G. VAUGHAN PRIZE

##### *Missions*

1. Marion Dustrude

2. Robert William Hambrook

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"INDEPENDENT" SHAKSPERE MEDAL

Essay: "*Shakspere's Use of the Supernatural*"

Cecile Weiland

ALEXANDER REID PRIZE

Essay: "*The Holy Grail Legend*"

Katherine Maia Stevens

RALPH E. WHITE PRIZE

*Mathematics*

1. Bertha Elma Hirt

2. Harold Walker Luce

JOHN HICKS PRIZE

Composition: "*Prohibition and Efficiency*"

Martha Elizabeth Shufflebotham

JOHN MACNAUGHTON PRIZE

*Latin*

Mary Eleanor Metcalf

GEORGE F. PEABODY PRIZE

*Latin*

Martha Elizabeth Shufflebotham

ELLSWORTH D. WRIGHT PRIZE

*Latin*

1. Ellen Besta Kayser

2. Freda Naomi Glaser

HERMAN ERB PRIZE

*German*

1. Millie Bock

2. Susie MacMillan; Adela Klum

FRESHMAN ORATORICAL CONTEST

1. Frederic Aebischer

2. Thomas Irwin Lee

PESIDENT'S PRIZE CONTEST

*Declamation*

1. William Chaffee Eddy

2. Paul Vincent

WETTENGEL INTERCLASS ORATORICAL CONTEST

David Anderson

FRED FELIX WETTENGEL PRIZES

*Wettengel Double Distinctive Forensic "L"*

Albert Leonard Franzke

*Wettengel Distinctive Forensic "L"*

Earl Carlyle MacInnis

*Wettengel Forensic "L"*

Eden John Baldwin

Rexford Samuel Mitchell

**Scholarship Awards**

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Earl Carlyle MacInnis

## SAMUEL A. JONES SCHOLARSHIP

Herbert Blashfield

Lydia Naomi Glaser

## LYMAN A. JONES SCHOLARSHIP

Merrill Arthur Youtz

## HELEN FAIRFIELD NAYLOR SCHOLARSHIP

Alice Ruth Skewes

## JOHN C. McMULLEN SCHOLARSHIP

Harold Eugene Hanson

## NORMAN E. BROKAW SCHOLARSHIP IN LATIN

Irene Henrietta Gettleman

## LAWRENCE SCHOLARSHIP IN LATIN

Ruth Lillian Bradish

## LOUIS K. McCLYMONDS SCHOLARSHIP

Edward McGuire

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